R E P O R T   R E S U M E S

ED 012 077 CG 000 237

GUIDANCE RESEARCH IN ACTION, GROUP COUNSELING WITH PARENTS, MONOGRAPH 2.

BY- SHAW, MERVILLE C.   TUEL, JOHN K.
CHICO STATE COLL., CALIF.

PUB DATE APR 65

EDRS PRICE MF-$[redacted] HC-~~$13.24~~ [redacted]P.
100

DESCRIPTORS- RESEARCH PROJECTS, *GROUP COUNSELING, BIBLIOGRAPHIES, *PARENTS, COUNSELORS, EDUCATIONAL ATTITUDES, RESEARCH METHODOLOGY, STUDENTS, TEACHERS, *PERCEPTION, *FAMILY ENVIRONMENT, COMMUNITY ATTITUDES, HIGH SCHOOLS, ELEMENTARY SCHOOLS, JUNIOR HIGH SCHOOLS, *COUNSELING, SYSTEMS APPROACH, *DATA COLLECTION, COUNSELOR ROLE, MODELS, KUDER PREFERENCE, UNIVERSITY OF CALIFORNIA, LOS ANGELES, CHICO

THE SECOND PHASE OF A 3-YEAR STUDY TO DEFINE AN OBJECTIVE FOR GUIDANCE SERVICES IS PRIMARILY CONCERNED WITH THE INCLUSION OF TEACHERS IN GROUP COUNSELING AND THE CONTINUED DEVELOPMENT OF GROUP COUNSELING WITH PARENTS. THE 22 PARTICIPATING SCHOOLS FROM SIX SCHOOL DISTRICTS IN CALIFORNIA AND NEW MEXICO INCLUDED K-12 FROM ALL SOCIOECONOMIC LEVELS. TO FACILITATE BOTH THE RESEARCH PROCEDURE AND THE DATA PROCESSING, 10 DATA-COLLECTION INSTRUMENTS WERE DEVELOPED, REFINED, AND USED WITH INDIVIDUALS, GROUPS, AND SCHOOLS. A WIDE VARIETY OF DATA RANGING FROM EXPRESSION OF ATTITUDE TO RATINGS OF OVERT BEHAVIOR WAS COLLECTED AND STORED ON PUNCH CARDS. THE ANALYSIS OF THESE DATA WAS CONDUCTED ACCORDING TO THE PATTERN SET BY THE SPECIFIC MAJOR HYPOTHESES REGARDING CORRELATIONS OF THE PERCEPTIONS OF STUDENTS, TEACHERS, AND PARENTS CONCERNING APTITUDES, VOCATIONAL INTERESTS, AND STUDENT SCHOLASTIC PERFORMANCE AS WELL AS THE RELATIONSHIP OF EDUCATIONAL ATTITUDES, COMMUNITY ATTITUDES, AND PARENTAL PARTICIPATION IN THE STUDY. ELEVEN VARIABLES WERE CONSIDERED IN THE HYPOTHESES. ONE MAJOR HYPOTHESIS WAS CONCERNED WITH THE EFFECTS COUNSELING WITH PARENTS AND TEACHERS HAS ON STUDENTS. THE PRELIMINARY FINDINGS, ALTHOUGH PRIMARILY ACTUARIAL IN NATURE AND NOT COMPLETE, PROVIDE SOME INDICATION THAT THE GROUP APPROACH IS FEASIBLE FROM BOTH THE POINT OF VIEW OF THE PUPIL PERSONNEL SPECIALIST AND THE DEGREE OF PARENT PARTICIPATION. (AO)

ED012077

GUIDANCE
RESEARCH
PROJECT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

GUIDANCE RESEARCH IN ACTION: GROUP COUNSELING WITH PARENTS

Monograph #2

Merville C. Shaw and John K. Tuel

WESTERN REGIONAL CENTER
OF THE INTERPROFESSIONAL RESEARCH
COMMISSION ON PUPIL PERSONNEL SERVICES

CHICO STATE COLLEGE
CHICO, CALIFORNIA

CG 000 237

GUIDANCE RESEARCH
IN ACTION

GROUP COUNSELING WITH PARENTS
(MONOGRAPH #2)

Merville C. Shaw and John K. Tuel

GUIDANCE RESEARCH PROJECT

WESTERN REGIONAL CENTER
of the
INTERPROFESSIONAL RESEARCH COMMISSION
ON PUPIL PERSONNEL SERVICES

University of California
Los Angeles

April, 1965

PREFACE

This report is the second major publication of the Western Regional Center of the Interprofessional Research Commission on Pupil Personnel Services. The work described in this and the previous publication (Shaw and Tuel, 1964) is being carried out through a grant made available to the Commission by the National Institute of Mental Health. The main thrust of the Western Regional Center has been to propose a total rationale for guidance services and then to attempt experimentally to implement guidance programs in a manner consistent with that rationale. Because the concept of the "learning environment" is basic to the Project, and due to the fact that little work of a theoretical or research nature has been carried out relative to this concept, it has been also necessary for Project staff to devote considerable time and energy to this problem.

The initial publication of the Western Regional Center attempted to specify the rationale and to provide a model for the effective rendering of guidance services. It also attempted to delineate in a general way the research procedures that would be utilized. In the year intervening since publication of A Proposed Model and Research Design for Pupil Personnel Services in the Public Schools, research sites have been located and active steps to implement the design have been taken. This report represents an attempt to state more specifically the design of the Project, to report on the implementation of the design, and to present currently available data resulting from the Project.

Merville C. Shaw
Director

John K. Tuel
Associate Director

ACKNOWLEDGEMENTS

As in any massive undertaking such as that represented by the present Project, it is almost impossible to do justice to all who should be acknowledged for their contribution. The greatest debt of gratitude is owed to those who have participated in this first active year of the Project as group discussion leaders. If it were not for the fact that these individuals are essentially highly motivated professionals, flexible enough to try a technique that was something new for nearly all of them, it would not have been possible to implement the Project at all. Not less essential was the valuable assistance rendered by several key educators who served as special consultants and advisers. Finally, an expression of gratitude is due to the graduate research assistants and secretarial staff of the Research Center. The names of these people are listed on the following page.

Thanks are due to administrative personnel at all levels in all participating districts. It will be all too clear in the following pages that the courage to try new procedures and an interest in contributing professionally over and above the ordinary rendering of services to children was not characteristic of all districts contacted. The highest administrative personnel in a number of districts were often the most reluctant to undertake participation in the present Project; therefore, those administrators who elected to volunteer their district or their school for participation are, in the estimation of Project staff, particularly worthy of commendation.

Certain individuals merit special mention because of their contributions to the current progress of the Project. Dr. Clarence Mahler, Professor of Psychology at Chico State College, Chico, California, was a primary consultant in the training of group discussion leaders. His success in this endeavor is

attested to by the positive feelings of all those group discussion leaders who had an opportunity to work with him. Dr. Stanley Caplan, Associate Professor, University of New Mexico, also merits special mention. His supervision of those who in turn were supervising the group discussion leaders in the Albuquerque area out of purely professional interests was a service far beyond the call of duty. Dr. D. H. Watson, Assistant Superintendent of Schools and Mrs. Camille McRae, Guidance Consultant of the Albuquerque City School District also should receive special mention. The distance of Albuquerque from Los Angeles has meant that certain members of the Pupil Personnel Staff of the Albuquerque Schools have had to assume a number of responsibilities connected with the Project which have been over and above their regular responsibilities. The importance of their contribution cannot be overestimated.

Finally, special acknowledgement should be made of the contributions of Mrs. Marrcele Ritter, Senior Administrative Assistant of the School of Education at UCLA, for her efforts in expediting all fiscal matters relating to the Project.

It has been a pleasure to work with all of these people, and members of the Project staff are looking forward to their next year of association with them.

GROUP COUNSELING CONSULTANTS

Nick Abeyta	Albuquerque
Andrew Adams	Los Angeles
Clara Alcorn	Palm Springs
Vada Allen	Albuquerque
Helen Anderson	Torrance
John Baca	Albuquerque
Greta Baldwin	Palm Springs
Betsey Bounds	Albuquerque
Joyce Brown	Azusa
Ruth Caplan	Albuquerque
Ruth Caughlin	Los Angeles
Esther Chavez	Albuquerque
Dorothy Cobb	Inglewood
Evelyn Curb	Albuquerque
Joseph Didier	Alvord
Lucy Dobkins	Albuquerque
Jo Drake	Albuquerque
Ernest Duckworth	Alvord
Ross Easterling	Albuquerque
June Foreman	Alvord
Alfred Foster	Los Angeles
Adeline Golkowski	Albuquerque
Wynn Grishaw	Albuquerque
Dessa Halasz	Albuquerque
John Hanzel	Albuquerque
Fred Heslet	Alvord
Jack Kaeppel	Alvord
Willis Kleinsasser	Azusa
Virginia Levanas	Torrance
Camille McRae	Albuquerque
Helen Mills	Albuquerque
Joyce Moeller	Albuquerque
Agnes Moloney	Albuquerque
Clara Morris	Albuquerque
Bob Patten	Albuquerque
David Reiss	Inglewood
Warren Rich	Azusa
David Ruderman	Azusa
Ed Saiers	Albuquerque
Loring Snook	Alvord
Irwin Sobel	Los Angeles
Donald Sorensen	Torrance
Jay Thibert	Albuquerque
Ray Veseth	Albuquerque
Donald Welch	Azusa
Vern White	Torrance
Gilbert Williams	Inglewood

SPECIAL CONSULTANTS AND ADVISERS

Tom Butterworth, Guidance Consultant, Los Angeles County Schools

Ross Easterling, Assistant Professor of Education, New Mexico State University

Kenneth Hopkins, Associate Professor of Education, University of Southern California

Theodore Husek, Associate Professor of Education, University of California, Los Angeles

Donald Kincaid, Director, Elementary School Guidance, Los Angeles City Schools

Harry Smallenburg, Director, Research and Guidance, Los Angeles County Schools

Garth Sorenson, Associate Professor of Education, University of California, Los Angeles

Kenneth Weisbrod, Acting Associate Dean, Counseling and Testing, California State College, Long Beach

RESEARCH CENTER STAFF

Rosemary Wursten
William Rector
Rodney Pickup
Margot Coons
Barbara MacMillan
Janiece Long

Delena Robinson
Adrianne Garfinkle
Christine French
Carol Walker
Carol Pfaff
Deborah Frisch

CONTENTS

PREFACE

ACKNOWLEDGEMENTS

CHAPTER		PAGE
I	INTRODUCTION	I - 1
	The Proposed Model	I - 3
	Revisions Necessary Due to Actualities	I - 6
	Summary	I - 8
II	PRELIMINARY PROCEDURES	II - 1
	Development of Research Procedures	II - 1
	Site Development	II - 2
	The Counselor Training Workshop	II - 9
III	INSTRUMENT DEVELOPMENT	III - 1
	Individual Data Collection Instruments	III - 3
	Group Data Collection Instruments	III - 10
	School Data Collection Instruments	III - 11
IV	RESEARCH PROCEDURE	IV - 1
	Parent Group Enrollment Procedure	IV - 1
	Individual Data Collection Procedure	IV - 5
	Group Data Collection Procedure	IV - 8
	Data Processing Procedure	IV - 11
	Procedural Modifications for the Third Project Year	IV - 23
V	HYPOTHESES	V - 1
	Kinds of Information Available for Analysis	V - 1
	General Hypotheses	V - 4
	Specific Hypotheses	V - 5
VI	PRELIMINARY FINDINGS	VI - 1
	Participating Districts	VI - 1
	Participating Schools	VI - 2
	Participating Consultants	VI - 8
	Parent Participation	VI - 12
	Administrator, Consultant and Parent Reactions	VI - 15
VII	RESEARCH PLANS FOR THE THIRD PROJECT YEAR	VII - 1
	The Parent Group Series	VII - 1
	The Teacher Group Series	VII - 1
	Consultants for Teacher Groups	VII - 2
	Organizing Teacher Groups	VII - 2
	The Responsibility of the Teacher Group Leader	VII - 4
	Teacher Group Topics	VII - 5
	The Assessment of Outcomes	VII - 8

APPENDICES

A Total Project Schedule
B Participant Application Forms
C Workshop Schedules and Literature
D Parent Group Enrollment Materials
E Master Lists
F Student Data Summary (SDS)
G School Opinion Survey (SOS)
H Family Life Attitude Inventory (FLAI)
I Educational-Vocational Plans Inventory (EVPI)
J Group Data: Participating Parents (GAF, CRSG, PSRS)
K Group Data: Project Consultants (GCR, PRF, CEB)

REFERENCES: List of Project Publications

LIST OF TABLES

TABLE		PAGE
1	Scales of the School Opinion Survey	III - 5
2	Names of PARI Scales Used in the FLAI, Their Equivalent Scale Numbers on Original PARI Forms, and the FLAI Item Numbers Included in Each Scale	III - 7
3	Corresponding Item Numbers Between the FLAI and the PARI	III - 8
4	File Number Scheme for Identifying Punched Card Data	III - 14
5	Data Storage Scheme	IV - 17
6	Subsample-Format Code Numbers for Data Cards in Sequence for Any One Student in the Sample	IV - 21
7	Subsample-Format Code Addresses of Stored Data	IV - 22
8	Catagories of Stored Data	V - 3
9	School Size and Personnel	VI - 3
10	Socio-Economic Characteristics of Participating Schools	VI - 4
11	Ethnic Characteristics of Participating Schools	VI - 6
12	Attitudes of Parent Constituents Toward School	VI - 7
13	Participating Consultants: General Professional Background	VI - 10, VI - 10a
14	Participating Consultants: Background in Group Process	VI - 11
15	Initial Parent Response to Group Discussions	VI - 14
16	Parent Attendance at Group Discussion Sessions	VI - 16a VI - 16b
17	Number of Discussion Groups Formed	VI - 17

LIST OF DIAGRAMS

DIAGRAM		PAGE
1.	Schematic Diagram of Group Set-up Procedure	IV - 2
2.	Schematic Diagram of Individual Attitude Data Collection Procedure	IV - 6
3.	Schematic Diagram of Individual Behavior Data Collection Procedure	IV - 9
4.	Schematic Diagram of Group Data Collection Procedure	IV - 10
5.	Schematic Diagram of Data Processing Procedure	IV - 12

LIST OF FIGURES

FIGURE PAGE

1. Solid statistical matrix showing inter-relationship of variable, subsample and consultant dimensions V - 2

2. Tridimensional intercorrelation matrix incorporating background and behavioral independent variables, subsample dimension, and attitudinal scale total dependent variables according to hypotheses 1 and 2 V - 6

3. Two dimensional representation of the nine cells generated by hypothesis 3 between pairs of which tests of pattern similarity are proposed V - 9

4. Representation of the six intercorrelation cells generated by the four variables of hypothesis 4 V - 9

5. Representation of the nine cells generated by three raters using three perceptions of ratings according to hypothesis 5 V - 10

6. Representation of the six cells generated by three raters each rating academic standing in terms of both actual ability and teacher marks according to hypothesis 6 V - 10

7. Representation of the six cells generated by three raters each rating frequency of discussion of vocational plans with mother according to hypothesis 7 V - 11

8. Representation of the six cells generated by three raters each rating degree of disagreement about vocational plans with father and with mother according to hypothesis V - 11

9. Intercorrelation matrix for variables specified in hypothesis 9 V - 13

CHAPTER I

INTRODUCTION

In a previous publication (Shaw and Tuel, 1964) a rationale for Public School Guidance Services was presented. This rationale was accompanied by a preliminary research design, the intent of which was to test the effectiveness of the rationale in operation. In brief, this rationale attempted to explore the relationship of guidance services to the rest of the educational enterprise and to define an objective for guidance services that would meet the following tests:

1. An objective should be stated in clear and unequivocal terms. If it is necessary to use such ambiguous terms as "adjustment" or "self-understanding" then specific defintions of terms should be offered so that no doubt can be left as to their meaning.
2. Objectives should be stated in such a way that they will be open to assessment and evaluation.
3. Objectives established for guidance programs should be related to the commonly understood purposes of public education.
4. Objectives established for guidance programs should be feasible.
5. Any objectives established for guidance services should be stated in such terms that they are applicable at all academic levels and in all locations.
6. The objectives established for guidance programs should imply services which are both unique to the guidance profession and truly professional in nature.

An attempt was made to explore the present environmental press on public schools, and to critically examine the role of guidance services within this context. The incongruity of stating on the one hand that guidance personnel have a responsibility to all children, and taking the position on the other that we must work individually and directly with our clientele, was discussed. The varying roles of the teacher and the guidance specialist were examined with the conclusion that the teacher had primary responsibility for providing information, while the guidance specialist could most effectively fulfill his role in other ways.

The general lack of purpose exemplified by most guidance programs was mentioned, and the subsequent ineffectiveness of such programs was delineated. After exploring, very briefly, some of the generally accepted purposes of public education, the position was taken that "the overall responsibility of education that will find general agreement is -- that education must provide a situation, an atmosphere if you will, in which the skills and knowledges deemed by society important to learn can indeed be adequately learned in such a way that the student can put his knowlege to use." It was further postulated that the primary role of the guidance specialist was to "maximize the learning of all students, and to enable them to use their learning effectively".

The implications of this position were explored in some detail. A brief outline of these implications includes the following:

1. It is now possible to think of the major objectives of both elementary and secondary school guidance in similar terms.
2. Acceptance of such an objective would put the guidance staff into the mainstream of the learning process.

3. This objective clearly implies that the guidance specialist has a responsibility to all students.
4. The impossibility of working directly and individually with children only is made obvious. The need for working through the significant persons in the child's learning environment, namely, his parents and teachers, emerges as the only satisfactory solution.
5. Implementation of the proposed objective should make it clear to all that guidance services are not frills but are directly related to the learning of children in the public schools.

A very brief outline of the kind of guidance program which naturally follows from the above objective was presented. The importance of an active, as opposed to a passive, role for a guidance specialist was suggested. The need for the guidance specialist to seek out his clientele and to name his tasks, rather than waiting for these to be done for him by the weight of circumstances, was indicated.

The Proposed Model

A model was proposed for an action research study which would progressively attempt to implement the proposed objective of guidance services. This attempt was, on the basis of initial understanding with the funding agency, to be an interdisciplinary approach involving as much of the full gamut of pupil personnel specialties as were available, consistent with quality of training and experience required to carry out necessary activities. It should be emphasized that the impossibility of totally implementing the suggested objective was clearly recognized by research staff due to the fact that already established and functioning guidance programs existed in participating schools and that these could not be altered overnight to suit research purposes. Thus, only a fractional implementation would be possible during the life of the research grant. This fact alone would make difficult the collection of data demonstrating that guidance personnel can have a salutory impact on the learning environment of children. It should be emphasized that even statistically non-significant trends in resultant data may have practical significance with only fractional implementation of the proposed objectives.

The first year of implementation was limited to work with parent groups. The second year of implementation will continue work with parent groups and will be expanded to include systematic work with teachers. The final year of the Project will be utilized primarily to analyze data which should then be available. Only limited procedures involving additional data collection will be carried out during this final year. A revised schedule for the 51 months of the life of the Project is included in Appendix A.

In the time between the original exposition of the general design and the present, actual research sites have been located and activated and counselors to carry out the work of the Project have been trained and utilized. The diverse nature of the participating districts have necessitated some minor changes in design. A basic problem in this kind of undertaking is the question of where to draw the line between the needs of acceptable research design and the needs of the participating schools. It was necessary for the research staff to draw this line in several instances, including instances involving schools deeply committed to the Project. The outcome of this was the loss of some participating schools, even after they had begun implementation of research procedures.

In the interests of sound research design, the following "absolutes" were imposed upon participating schools and guidance specialists:

1. Work with parent groups would be carried out only at the first, seventh, and either ninth or tenth grade levels (depending on whether it was a three of four year high school).
2. It was necessary that participating guidance specialists agree to issue a blanket invitation to all parents in the appropriate grade in a participating school, not just to selected parents.
3. It was necessary that specialists agree to provide group counseling service to all parents who elected to participate.
4. Participating districts had to agree to the utilization of all Project assessment devices, under procedural conditions established by Project staff. These procedural conditions included the timing of the use of these instruments and the conditions under which they should be administered.
5. Attendance at a training workshop was specified as a condition for all participating specialists. Likewise, attendance at bi-weekly supervisory sessions was specified as a condition of participation.
6. These supervisory sessions were held in small groups rather than with the total group of participating specialists to make possible more effective supervision.
7. It was specified, and constantly reiterated by supervisory personnel, that parent group sessions must be non-didactic. Beyond this, no limits of procedure were established for any given specialist.
8. The specific number of group sessions to be offered to any given

parent, the procedure for series termination, and the method of reforming groups where marked attrition took place, were matters of procedure determined by Project staff.

9. The time at which groups should be initiated during the school year was determined by Project staff.
10. The method of adding new schools by already participating counselors and the timing of their addition was determined by Project staff.

In spite of clear directions given both in written form and verbally during the workshops and reinforced with subsequent written material, some problems relative to adherence to established research procedures appeared. Normally, Project staff became apprised of these conditions only after the act had taken place. The general result of these departures from established procedure was not so much to contaminate data, but rather to reduce the total amount of usable data.

Revisions Necessary Due to Actualities

The following changes have been made since the initial model was proposed:

1. There are differences in the number of schools involved at each level.
2. There are differences in the outcome criteria being utilized. The problem of outcome criteria is one which continues to plague those who do research in this area. A great many outcome criteria were initially proposed but, since the development of the original model, there has been a narrowing of focus with respect to outcome criteria. This narrowing has been necessary partly because of limitations in the kinds of information generally available in the schools, and

partly because of practical restrictions on the amount of instrumentation possible.

3. Another possible revision in the future may be the reduction of the number of participating school districts in the coming year. The unwieldiness of attempting to operate a demonstration project on a relatively limited basis in seven different school districts has become increasingly apparent to Project staff. For this reason consideration is being given to the possibility of reducing the number of participating districts in the coming year. Criteria for future participation would include:
    a. The degree of interest in continuation evidenced by a school district and the participating counselors in that district.
    b. The possibility of expanding the research effort to include additional counselors within a given district.
    c. The extent to which progress is being made in a given district in integrating the present approach into the regular guidance program.
4. Procedural changes in methods of collecting data from participants are necessary in order to obtain a higher proportion of data. These changes are of two general kinds. The first of these involves simplifying the role of participating specialists in the data collection process. The second change will be toward the collection of data from participating parents in person, rather than through the mail.

Summary

This chapter has reviewed the basic framework underlying the UCLA Guidance Research Project, sponsored by the Interprofessional Research Committee on Pupil Personnel Services. It was pointed out that, on the one hand, certain procedural modifications were necessary in this study as in all action research, but that on the other hand, it was possible to adhere to certain "absolutes" in the interests of acceptable research design. A weakness in the present investigation may be that it over-reaches itself. In attempting to test a total rationale for guidance programs on only a partial basis, there looms the real possibility that outcomes may not be as definitive as would be desirable.

CHAPTER II

PRELIMINARY PROCEDURES

The period from August 1, 1963 through August 30, 1964 was spent in resolving a variety of problems which beset the typical embryonic large scale research project, and in attempting to solve some which were unique to the present instance. Due to the time of year at which the grant became effective, it was extremely difficult to find appropriate personnel. Mainly through good fortune it became possible to employ an Associate Project Director by the end of September, 1963, and by this time clerical and graduate research staff had also been employed. The first ten months of the Project were devoted essentially to planning, site development and instrument development. In the process of planning, a publication entitled A Proposed Model and Research Design for Pupil Personnel Services in the Public Schools (Shaw and Tuel, 1964) was prepared and distributed. In addition, information about the Project was disseminated through presentations by the Director and Associate Director at a number of professional meetings.

The major facets of the planning process consisted of (1) the sharpening of research procedures, (2) the development of research sites, (3) the planning and conducting of counselor training workshops, and (4) the development of instruments to test outcome criteria. Each of these general topics, except the last, will be discussed in this chapter. Instrument development will be considered in a separate chapter.

Development of Research Procedures

During this the planning phase, it was necessary to specify in far greater detail than had been done previously the procedures to be used throughout the life of the Project. Since the design was intimately related to the concept of the educational environment and the impact which pupil personnel specialists would be able to have on that environment, it was necessary to describe this environment and to attempt to develop instruments which would permit some assessment of certain aspects of it. A variety of philosophical, psychological, and sociological systems were explored, but none appeared to quite fit the purposes the investigators had in mind. The system which finally emerged was a unique development of this Project, and the concepts relating to the educational environment will be reviewed in more detail in the section on instrument development and in a separate publication. In addition to coming to grips with the definition of educational environment and the problems of assessment related to it, it was also necessary to develop other devices for measuring outcome and to establish data collection procedures.

Site Development

Publicizing the Project

Concurrent with the development of research procedures, preliminary steps were taken in order to ascertain which school districts might be interested in participating in a research project of this nature. Preliminary contacts with school districts were begun throughout the State of California. It soon became obvious, however, that the need for supervision would make it difficult, if not impossible, to operate effectively in school districts outside of relatively easy driving distance of the UCLA campus. For this reason, negotiations with districts outside of that radius were dropped even though considerable interest had been expressed by numbers of school districts across the country.

Contacts with school districts in the Los Angeles area were made in a variety of ways. A primary method of contact was through district personnel known personally to Project staff members, and other persons who had contacts in school districts. The third general way in which negotiations were initiated was for the school to contact some member of the Project staff, after having heard about the Project either through publication or through having attended a professional meeting where one or both of the investigators had described the research to be undertaken. In all, twenty-two districts in the Southern California area were actually visited by Project staff members. The number of visits per district ranged from one to six. This figure (22) does not include school districts with which there was preliminary contact that did not culminate in a visit.

Factors Affecting District Interest

Of the twenty-two school districts actually visited by Project personnel, nearly all expressed preliminary interest in the Project. In those districts (approximately half) where interest did not extend beyond the preliminary stage, a coolness toward the idea of participation was perceptible at rather specific points. These points included:

1) The point at which the individual being interviewed determined that funds would not be flowing directly into the school district.

2) The point at which the individual being interviewed first determined that the Project involved a rather radical departure from current guidance practices.

3) The point at which the individual being interviewed first became aware that parent participation was necessary.

4) The point at which the administrative officer being interviewed first determined that guidance staff would be called upon to do group counseling.

5) The point at which the individual being interviewed first determined that participating personnel specialists would need to work at night.

Initial interviews were held primarily with either directors of pupil personnel services, or directors of guidance. In only two instances did the initial interview involve a contact with an assistant superintendent, and in no case did it involve contact with the superintendent. As a matter of fact, in no district, including those who eventually elected to participate, did the investigators ever meet a superintendent during the preliminary stages.

In addition to the districts in Southern California, inquiries were received from a number of school districts throughout the United States. These districts had heard about the Project either through reports published by the central staff of the Interprofessional Research Commission on Pupil Personnel Services, or through copies of the Model which were mailed to key guidance personnel across the country. Inquiries relative to participation in the Project were received from as far away as New York, North Dakota, Oregon and New Mexico.

Much could be said of the visits made by the Project Director and Associate Director to the twenty-two districts in Southern California. Had it been possible to anticipate some of the kinds of situations arising, a tape recorder would have been a most useful tool, for certainly the material for a book was available in these interviews. Some of the most highly recommended directors of pupil personnel programs provided some of the major disappointments to the investigators. In several cases, a director quite plainly expressed the idea that he was satisfied with his program as it existed, saw no reason to do research that might upset it, and held that his major problem (if any) was the need to add more staff. One such director told the investigators, almost literally, "Don't call us, we'll call you." In another instance, they spent two hours discussing the Project with a director of guidance who was most enthusiastic about it. The director indicated that he felt that the counseling staff in the secondary schools would also be enthusiastic about it. After two hours the director of pupil personnel services entered the meeting, and within a total elapsed time of three minutes had (1) completely thrown out any possibility of participating in the Project on the grounds that his counselors were incompetent to do what was required and (2) bluntly reprimanded his director of guidance for daring to show such interest. It is interesting to note that this director of pupil personnel services had been established long enough that he should have had some embarrassment about saying that his counselors were not competent to deal with parents.

Come of the initial contacts involved meetings with directors of guidance or head counselors and counseling staffs. One generalization from these experiences was that the enthusiasm of the counseling staff frequently exceeded that of the individual with administrative responsibility for the guidance program. In at least one situation where this was the case, a head counselor firmly vetoed the idea of participating in the Project over the consensus of his staff that they would like to participate.

When such site explorations were made, it was the policy of the investigators to present school participants in attendance with a copy of the Model and procedures and also with copies of evaluation devices, most of which were only tentative at that time. The absolutes delineated in the preceding chapter were carefully explained. In the case of schools visited in the fall and early winter, this material was not available and could not be placed in the hands of participants. Having it available in later interviews made the task of explaining the Project and gaining cooperation somewhat easier. It was only through hard experience that it was learned that materials placed in appropriate hands were not always carefully read by those who received them. This turned out to be true in two of the seven participating school districts which, after having agreed to participate, having sent counselors for special training in the workshop, and actually having contacted parents for possible participation in group discussions, apparently read the evaluation devices for the first time and abruptly decided that it would not be possible for them to participate if these devices were a necessary part of the Project.

In some districts the response was enthusiastic and a desire was expressed on the part of the district personnel to have large scale involvement of their pupil personnel staff. Heavy participation by any single district was discouraged by Project staff because of the desire to involve several districts, which in turn limited the funds available for any single district. Thus, actual numbers of individuals participating could have been considerably larger than those to which they were limited, were it not for financial limitations.

Approximately half of the districts actually visited expressed a substantial degree of interest in the Project. Of these, six were chosen in the Southern California area for actual participation. Most districts eliminated from consideration were dropped because they did not have personnel with a minimum of training which would insure competency or because further investigation revealed that the district had a history of undercutting pupil personnel services, thus reducing, not only chances for adequate implementation of Project procedures, but also the possibility that new knowledge stemming from the Project would be incorporated into the ongoing guidance program.

National Interest in the Project

In addition to investigating a large number of school districts in the Los Angeles area, inquiries arrived from school districts all over the country as information about the Project and its purposes became more widespread. It was necessary, in most instances, to refuse these generous offers of cooperation due to a whole host of factors, including financial limitations, administrative problems, and the non-availability of supervision in those districts removed by long distances from the Los Angeles area. In the case of one such district, however, all factors were favorable. There was enthusiastic endorsement of the purposes of the Project from the superintendent on down; there existed an active pupil personnel program which had had vigorous leadership; and there existed a cadre of personnel workers skilled in the use of group techniques. In addition, supervisory help of the very highest caliber was available in the district. In view of these circumstances, this district (Albuquerque, New Mexico) was admitted as a participant in the Guidance Research Project.

In order to determine the appropriateness of both district participation and pupil personnel specialist participation, forms were developed which would provide certain information on each prospective participant. The data obtained from these forms is summarized in Chapter VI. A copy of the form will be found in Appendix B. After receiving a definite expression of interest in participation, and after investigating factors which Project staff believed to be relevant to adequate functioning, districts were notified of their acceptance as Project participants through a letter to the individual designated by the district as the contact person, and each individual participating specialist was individually notified of his selection. Although a selection function was exercised by the investigators, it appeared that the self-selection which took place when individual pupil personnel specialists elected to participate or not to participate in the Project was of great importance in providing high quality participating specialists.

Suggestions for the Future

The time consuming, tedious, and at times disheartening experience of developing research sites resulted in two pieces of hard-won knowledge on the part of the Project staff. It might save others who anticipate engaging in a similar endeavor some time and trouble if these were stated. While they cannot be considered empirical, they are important by-products of the current research effort. The first suggestion which the investigators would have to make is that initial contact regarding the participation of a school district in a sizable research project should always be made with the superintendent and with no one else. It is perfectly proper to utilize someone in the district known to the researcher as a point of preliminary contact, but when it comes to discussing actual participation and the burdens which the district will have to bear, no one of lower rank than superintendent is capable of responding adequately and of definitely committing the district to participation. A second piece of information relative to the same point is that the agreement of the district to participate in the Project should be secured in writing. This is not so much with a view to making a legally binding commitment, but rather to insure that appropriate district officials will thoroughly familiarize themselves with the research procedures and with the obligations that the district is incurring through its agreement to participate. In the present research, two of seven districts indicated, well after the Project was underway, that they would not utilize certain data collection procedures which they had previously been informed would be necessary. They were willing to do everything else but not these specific things. As a result, it was necessary for Project staff to end the participation of these districts, and the research effort was unnecessarily handicapped.

The Counselor-Training Workshops

The Need for Special Training

An important part of the research design involved the provision of a brief but intensive series of training sessions for all participating guidance specialists. Although participants had been carefully screened and were cooperating with the research staff on a volunteer basis, they had, as a group, relatively little experience in group procedures. Thus, one of the prime purposes of the workshops was to provide them an opportunity to learn from experts some of the fundamentals of group counseling. The second purpose of the workshops was to acquaint participating specialists with the research design and procedures and with the rationale underlying the design. Since these guidance specialists would be the ones primarily responsible for actual collection of data, it was imperative that they have a precise understanding of the procedures to be used and how they were to be implemented. (The names of all participants are listed in the acknowledgements.)

Organization of the Workshops

Because of the fact that two widely separated groups of counselors were participating in the research project, it was necessary to hold two different workshops. The Los Angeles Workshop was held through the five day period from June 21-25, 1964 on the UCLA campus. Half of the participating consultants were housed in University dormitory facilities and remained full time on campus. Those within easy driving distance of the University commuted daily. Actual workshop sessions were held in the conference rooms of the residence halls where excellent facilities for this purpose were available. Dr. Clarence Mahler, an expert in the use of group procedures in schools, served as chief consultant in the training of counselors for work as parent-discussion group leaders. All twenty-five participating counselors attended this workshop. Because the summer session of all major institutions in the Los Angeles area began on the opening day of the workshop, some counselors attended the workshop at the expense of missing a full week of academic work.

The Albuquerque Area Workshop was held over a two-day period in the central administrative offices of the Albuquerque Unified School District. Special circumstances conspired to make this workshop shorter and less intensive than that for the Los Angeles participants. Chief among these reasons was the fact that negotiations with Albuquerque were concluded so late in the school year that there was no possibility of getting together any significant group of participating counselors through the summer months. An additional complicating factor was that the necessity of holding two different workshops was not contemplated at the time funds were allocated for workshop purposes. For these two reasons the Albuquerque Workshop was not only shorter, but also did not involve counselors living-in at the workshop site. The same consultant in group procedures served in both the Los Angeles and Albuquerque Workshops. However, in the case of the Albuquerque Workshop, Dr. Stanley Caplan, Associate Professor, University of New Mexico, also an expert in group procedures, served as co-consultant with him.

The U.C.L.A. Workshop

In order to involve the participants in the actual counseling process, it was necessary to group them in some practical manner. The most meaningful way to make this division was to separate the elementary and secondary school participants. In addition to creating two groups approximately equal in size to the groups which would be handled by the participants, this division also enabled the workshop staff to deal separately with the different problems of data collection on the elementary and secondary school levels. Generally speaking, one half of each day was spent by each guidance specialist in actual participation in groups and in becoming more sophisticated in the use of group techniques. The other half of each day was devoted to somewhat more didactic sessions dealing with the rationale, research design, and data collection aspects of the Project. The schedule of actual time usage is included in Appendix C. The living-in arrangement which most specialists were able to take advantage of was of prime importance. Informal discussion sessions after the close of regular workshop hours appeared to add greatly to the impact of the workshop.

Although it is only a subjective observation, those responsible for conducting the workshop agree that, while the participants arrived at the workshop interested in the Project, they left enthusiastic about it. This enthusiasm has continued through the first half of the first year of actual experimentation and has been especially manifest in the disappointment of participants whose administrators have refused to honor their original commitments, and thus have forced Project staff to withdraw from their schools.

Each attendant at the Los Angeles Area Workshop was presented with a copy of the publication entitled, A Proposed Model and Research Design For Pupil Personnel Services in the Public Schools (Shaw and Tuel, 1964), and with a binder containing ceveral kinds of materials, including the workshop schedule, the names of other participants, copies of evaluation instruments, the data collection schedule, models of appropriate letters to parents, and appropriate materials on group counseling taken from the literature and prepared by Project staff. Copies of the evaluation instruments will be found in Appendices F through K. Copies of materials prepared by Project staff which were presented to the participants at the workshop sessions will be found in Appendix C. Other materials utilized included "Encouraging Children To Learn: The Encouragement Process," by Dinkmeyer and Dreikurs, and a speech entitled, "Basic Principles in Dealing With Children," delivered by Dr. Rudolph Dreikurs to the Special Services Staff of the Torrance (California) Unified School District. All of the materials relating to data collection were reviewed in the formal workshop sessions. The materials from the literature were referred to, but not reviewed formally; participants made use of these kinds of materials in their hours outside of regular workshop sessions.

The Albuquerque Workshop

As mentioned above, the workshop held for participating guidance specialists in the Albuquerque School District was both briefer and less intensive than that held for the participants from the six Los Angeles area school districts. In spite of its briefer duration, this workshop had the same general purposes as the Los Angeles Area Workshop. Through utilizing an additional expert in group process, it was possible to compensate for brevity. There was also one evening session at which a group of eight parents actually participated in a counseling session while being observed by all Project participants in the Albuquerque area.

The Albuquerque participants were provided with exactly the same sets of material as had been provided to the Los Angeles participants. Because of the distance of Project staff from Albuquerque, it was impossible for them to form any valid, first hand opinion of the impact of the workshop on Albuquerque participants. Supervisors in the Albuquerque area, however, reported great enthusiasm, both among participating guidance specialists and in participating schools generally. It was reported that the staffs of some schools actually felt hurt at being left out of the Project in the first year of operation in Albuquerque.

It has become obvious to Project staff that it will be necessary, both for purposes of morale and control, to hold workshops in the Los Angeles and Albuquerque areas which are similar, not only in material and personnel, but in length and intensity. In addition, they should be held at approximately the same time of year. Plans are currently underway to meet the needs observed as a result of last Spring's experience with the workshops.

CHAPTER III

INSTRUMENT DEVELOPMENT

At the beginning of the Project, three special considerations with respect to instrumentation confronted the investigators. The first of these special considerations was that this was to be a unique Project with rather unique objectives, a situation which necessitated the development of special instruments for the evaluation of outcomes. After careful exploration of the possibility of utilizing already existing instruments, it was evident that, with the exception of the Parent Attitude Research Inventory, developed by Schneffer and Bell (1958), techniques of evaluation would have to be developed by the investigators themselves. The second consideration was the fact that material from certain samples would, of necessity, have to be collected through the mail. This contingency imposed certain restrictions upon the data collection process. The third general consideration was that the Project was being carried out in certain districts where, for good and sufficient reasons, there was real sensitivity on the part of the school system personnel to public criticism.

With these three general considerations in mind, six specific criteria, apart from the usual criteria of reliability and validity, were agreed upon. The first of these special criteria had to do with the fact that it would be necessary to process large quantities of data. It was, therefore, desirable from the point of view of accuracy and efficiency to utilize a collection technique which would permit the direct automated translation of responses into analyzable form. A second factor taken into account was time demand.

Parents are frequently sensitive about receiving materials through the mail from the schools which will require a great deal of time to complete. They may react to such material either by ignoring it or through protest to the responsible authorities in the school system. In either case, the outcome is undesirable from a research point of view. Related to this general problem is a third criterion of instrument construction, that of covenience of handling. This is a two-way problem since material should be convenient to handle for mailing and should be convenient for the respondent as well. Both the mark sense card system and the optical page reading system were considered. The mark sense card system was tried out with mailed data, but the proportion of response was such as to make the Project staff suspect that the need to use a special pencil (which was mailed with the forms) and the inconvenience involved in using five different IBM cards, which were separate from the question blanks, had helped to create a negative reaction in the respondents, which in turn resulted in a relatively low proportion of response. From the point of view of Project staff, it was simpler and less expensive to handle material which did not call for the use of a special pencil. A fourth consideration was the need for simplicity in responding to the evaluative material. The use of separate answer sheets or cards and the need to utilize special materials such as an electrographic pencil, seemed unnecessarily complex. A trial run evoked the suspicion that cards could become mixed up during the taking of the inventory and result in spurious data. The fifth special consideration was that of cost. All other things being equal, it was felt that cost should be held to a minimum.

The system which the investigators judged best capable of meeting all of these special demands was the IBM optical page reading system, which employs special combined questionnaire - answer sheets which can be processed through the IBM 1230 Optical Page Reader. This system has the advantages of (1) accepting marks made by an ordinary soft lead pencil, (2) accepting sheets which have been folded in mailing, (3) combining questions and answer spaces on one sheet, and (4) automatically punching cards from marked data.

The sixth special requirement, though related less to administrative matters, was of prime importance. This requirement was that there should be general acceptance of the evaluative materials even on the part of non-participating parents who were being used as controls and on the part of teachers in the participating schools, as well as on the part of parent participants and students. The creation of attitudes of suspicion or hostility would be inimical to the general aims of the research. It was recognized that it would not be possible to overcome this problem completely, but at the same time care was taken to avoid unnecessary offense to those who might respond. It was noted by Project staff that negative responses to Project material, which were reported, seemed to come from a very tiny proportion of the total population, and that, when such objections were handled firmly by responsible school officials, they did not damage either the school system or the Project.

Individual Data Collection Instruments

The Student Data Summary (SDS)

In order to collect such background data, grade point average, standardized test scores and behavior ratings as might be found in the individual student's cumulative record, a special form was devised using a format scorable by the 1230 Optical Page Reader. This form was used by members of the Project staff in on-site recording of certain data abstracted from school records. A copy of the SDS is included in Appendix F.

School Opinion Survey (SOS)

In the absence of any comparable instrument, the investigators developed a broad spectrum multiscale opinionnaire which could be administered to all five educational role groups, i.e., teachers, counselors, administrators, parents and older students. Beginning with a pool of over 300 items dealing with educational issues drawn from the literature, they reduced these through preliminary testing to 250 items. These items formed the original instrument, the School Opinion Survey, Form A. Form A was then administered to all teachers, counselors and administrators, and to all tenth grade students and parents in a medium sized California city school district. The resulting data were factor analyzed and subjected to tests of differences between subgroups.

Ten strong factors emerged (see Table 1). The ten items in each scale which exhibited the greatest loadings were selected and used to construct a revised version of the instrument composed of 100 items, Form B. Form B was then printed in the special format necessary to be read by the IBM 1230 Optical Page Reader. (A copy of this form may be found in Appendix G.) It was this form which was used as the research instrument during the school year 1964-65. It is anticipated that the data collected during this period will soon permit preparation of a Manual for the School Opinion Survey.

Because five items touching on religious opinion drew fire in a few scattered instances, it was decided to reduce criticism in this regard by

TABLE 1

Scales of the School Opinion Survey

I. Philosophy - Values - Objectives

Scale Number	
1.	Humanist
2.	Realist
3.	Experimentalist

II. Techniques

Scale Number	
4.	Individual Attention
5.	Group Activities
6.	Professionalization
7.	Non-Academic
8.	Academic Discipline
9.	Scientific Objectivity
10.	Strict Control

revising the Experimental Scale. The result of this revision, Form C, will be used in most future applications of the instrument.

Family Life Attitude Inventory (FLAI)*

The major development work on this instrument was done by Schaeffer, Bell and Bailey. They developed two forms of the instrument, a form for mothers and a form for fathers. The mother form contained 115 items and the father form 240 items. The mother form consisted of 23 scales of five items each, while the father form consisted of 30 scales of eight items each. The scales were developed through use of factor analysis, and built on a circumplex model. Although there are separate scales for mothers and fathers, there is a great deal of overlap both with respect to subscale titles and specific item content. Taking advantage of this situation, the present researchers appropriated the 14 scales which appeared on both mother and father forms of the inventory and reduced each scale to seven items (to keep the total number of items under 100). It was necessary to rewrite some items to reflect the common gender. The 14 scales included on the present modification are indicated in Table 2 along with the scale number they represent on the original father and mother forms of the PARI. Table 2 also gives the scale names and the corresponding items on the UCLA form of the PARI (FLAI). A copy of the FLAI will be found in Appendix H.

The items included in the FLAI and their equivalent items on the original PARI forms are indicated in Table 3. The term "equivalent" is broadly interpreted here, and does not, at this stage of the research, imply statistical equivalence.

---

* Parent Attitude Research Instrument. (UCLA Guidance Project Modification).

TABLE 2

Names of PARI Scales Used in the FLAI, Their Equivalent Scale Numbers on Original PARI Forms, and the FLAI Item Numbers Included in Each Scale

Scale Name	PARI Scale Number		FLAI Item Numbers Included In This Scale
	Father Form	Mother Form	
1. Encouraging Verbalization	1	1	1, 15, 29, 43, 57, 71, 85
2. Fostering Dependency	2	2	2, 16, 30, 44, 58, 72, 86
3. Seclusiveness	3	3	3, 17, 31, 45, 59, 73, 87
4. Breaking The Will	4	4	4, 18, 32, 46, 60, 74, 88
5. Marital Conflict	7	7	5, 19, 33, 47, 61, 75, 89
6. Equalitarian	8	14	6, 20, 34, 48, 62, 76, 90
7. Suppression of Agression	13	12	7, 21, 35, 49, 63, 77, 91
8. Deification of Parent	14	11	8, 22, 36, 50, 64, 78, 92
9. Exclusion of Outside Influences	15	10	9, 23, 37, 51, 65, 79, 93
10. Irritability	16	9	10, 24, 38, 52, 66, 80, 94
11. Strictness	17	8	11, 25, 39, 53, 67, 81, 95
12. Supression of Sexuality	18	18	12, 26, 40, 54, 68, 82, 96
13. Comradeship	20	21	13, 27, 41, 55, 69, 83, 97
14. Avoidance of Communication	23	16	14, 28, 42, 56, 70, 84, 98

TABLE 3

Corresponding Item Numbers Between the FLAI and the PARI

FLAI Item Number	PARI Item Number		FLAI Item Number	PARI Item Number	
	Father Form	Mother Form		Father Form	Mother Form
1	1	1	50	104	80
2	2	2	51	105	79
3	3	3	52	106	78
4	4	4	53	107	77
5	7	7	54	108	87
6	8	14	55	110	90
7	13	12	56	113	85
8	14	11	57	121	93
9	15	10	58	122	94
10	16	9	59	123	95
11	17	8	60	124	96
12	18	18	61	127	99
13	20	21	62	128	106
14	23	16	63	133	104
15	31	24	64	134	103
16	32	25	65	135	102
17	33	26	66	136	101
18	34	27	67	137	100
19	37	30	68	138	110
20	38	37	69	140	113
21	43	35	70	143	108
22	44	34	71	151	
23	45	33	72	152	
24	46	32	73	153	
25	47	31	74	154	
26	48	41	75	157	
27	50	44	76	158	
28	53	42	77	163	
29	61	47	78	164	
30	62	48	79	165	
31	63	49	80	166	
32	64	50	81	167	
33	67	53	82	168	
34	68	60	83	170	
35	73	58	84	173	
36	74	57	85	181	
37	75	56	86	182	
38	76	55	87	183	
39	77	54	88	184	
40	78	64	89	187	
41	80	67	90	188	
42	83	62	91	193	
43	91	70	92	194	
44	92	71	93	195	
45	93	72	94	196	
46	94	73	95	197	
47	97	76	96	198	
48	98	83	97	200	
49	103	81	98	203	

The Educational-Vocational Plans Iventory (EVPI)

In order to meet the special evaluation needs posed by parent discussion groups at the high school level, where emphasis was placed on educational-vocational planning, it was necessary to develop an instrument which would reflect some of the areas around which parent discussion would center. The EVPI was developed to meet this need. This instrument, like the SOS and the FLAI, was designed to be processed through the 1230 Optical Page Reader. It focuses on the areas of ability and interest, and was designed to reflect both the subjective opinions of the respondent and his more factual knowledge of his own abilities and interests. Since this instrument was to be utilized in high school parent discussion groups, and with high school students, the questions relating to interests were built around the interest categories of the Kuder Preference Record (Vocational).

The EVPI has been used, not only as a measure of change occuring in parent participants, but also as a base line to determine the equivalence of participating and non-participating parent groups with respect to the objectivity of their knowledge about their children's interests and abilities. It will also be used with control parents to determine whether or not changes have taken place in the non-participating groups.

Two forms of the EVPI were developed: Form S for students and Form P for parents. Items are identical in content on the two forms except that the student form requires a first person response, while parents are asked to answer the questionnaire with reference to their children. Completion of the form takes from five to ten minutes. A copy of both forms of the EVPI will be found in Appendix I.

Group Data Collection Instruments

The Post Series Reaction Sheet (PSRS)

This instrument was developed to assess the subjective responses of participating parents to their experience in the discussion groups. According to some authorities, one of the major criteria of the success of counseling is the response of those who participate in it. With this in mind, the PSRS was designed to measure in several ways the valence of parental reaction to their experience. It was felt necessary to design an instrument that would permit respondents to reply in open-ended fashion to at least some of the items. Because of this, the PSRS was not designed for scanning by the Optical Page Reader, but requires manual key punching of data in IBM cards. A copy of the PSRS will be found in Appendix J.

The Group Attendance Form (GAF)

This form was designed to enable counselors to keep track of the attendance of their participating parents, and to provide data relevant to parent attrition. It was turned in by counselors upon completion of each group series. A copy of the GAF is included in Appendix J.

The Counselor Response Forms (CRSG and GCR)

It was anticipated at the outset that most of the counselors participating in this Project would have had little experience in group work. It was hoped that substantial numbers of those who participated in the first year of the Project would elect to do so in a second year. For this reason, a record of attitude change on the part of the counselors as they gained additional experience in group counseling was desirable. In addition, counselor reactions to their experience as group leaders were deemed desirable partly because such information could assist in the evaluation of outcomes, and partly because it could be of help in modifying procedures. Two forms were developed to accomplish these purposes. The first of these was called Counselor Reactions to Specific Groups (CRSG). Each counselor was required to complete one of these forms at the termination of each series in which he was a group leader. The second form was called General Counselor Reactions (GCR), and was completed by each counselor after all of his group work had been terminated for the year. In the case of both forms, open-ended items were used, and for this reason it was not possible to utilize the optical page reading system. An additional reason for not utilizing this or any other mechanical system of data tabulation was the relatively small numbers of forms to be processed. Copies of the CRSG and GCR will be found in Appendices J and K respectively.

School Data Collection Instruments

The Parent Response Form (PRF) and the Community Evaluation Blank (CEB)

Two special forms were devised for the collection of general school and community data. The first of these was called the Parent Response Form (PRF). This form was completed by each participating consultant after he had sent letters inviting parents to participate and had received all postal reply cards or slips which were going to be returned.* It enabled each counselor to summarize the number of parents contacted, those who responded, those who did not respond, and the nature of the response.

---

* Initial experience indicated that this form could be more reliably completed by Project staff.

The second special form was the Community Evaluation Blank (CEB). This form utilized to collect information descriptive of the size and socio-economic and ethnic status of the clientele of participating schools. It was completed by the principal of each school. Copies of both of these special data collection forms will be found in Appendix K.

CHAPTER IV

RESEARCH PROCEDURE

Selection of participating school districts, training of participating consultants and development of instruments only set the stage for the actual program of research. It still remained to prepare the "script", i.e., the actual detailed procedure by which a controlled study could be conducted. It is frequently at this point that many otherwise well conceived investigations break down and that fatal contaminations and losses of data gain entrance. Each step of the research procedure was, therefore, given painstaking scrutiny by the investigators. Extreme care, of course, does not assure perfection. Doubtless, numerous flaws remain which eluded the authors but will be all too apparent to many trained observers.

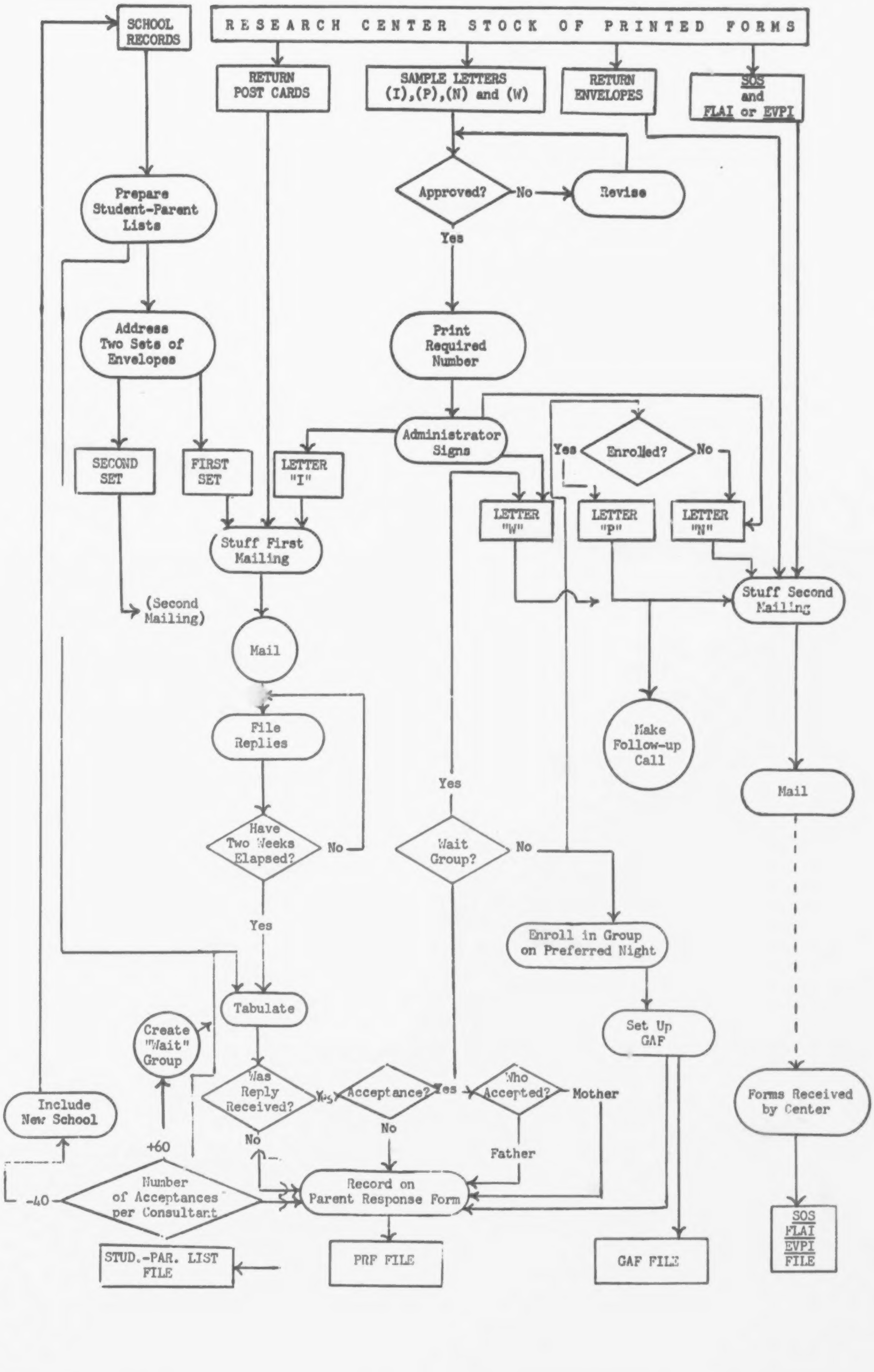
The major phases of the research procedure were (a) parent group enrollment procedure, (b) individual data collection procedure, (c) group data collection procedure, and (d) data processing procedure. A section of the chapter will be devoted to each of these phases.

Parent Group Enrollment Procedure

Six steps were necessary to establish the parent groups (See Diagram 1). These were (1) printing of post cards, return envelopes and parent letters, (2) preparation of the Student-Parent Lists, (3) mailing the Invitation Letters, (4) enrollment of respondents, (5) mailing Follow-up Letters and (6) follow-up phone calls. The various printed materials used in conjunction with these steps may be found in Appendix D.

DIAGRAM 1

SCHEMATIC DIAGRAM OF GROUP SET-UP PROCEDURE


SCHOOL RECORDS
RESEARCH CENTER STOCK OF PRINTED FORMS
RETURN POST CARDS
SAMPLE LETTERS (I),(P),(N) and (W)
RETURN ENVELOPES
SOS and FLAI or EVPI
Prepare Student-Parent Lists
Approved?
No
Revise
Yes
Address Two Sets of Envelopes
Print Required Number
Administrator Signs
Enrolled?
Yes
No
SECOND SET
FIRST SET
LETTER "I"
LETTER "W"
LETTER "P"
LETTER "N"
Stuff First Mailing
Stuff Second Mailing
(Second Mailing)
Mail
File Replies
Make Follow-up Call
Mail
Have Two Weeks Elapsed?
No
Yes
Wait Group?
Yes
No
Enroll in Group on Preferred Night
Tabulate
Set Up GAF
Create "Wait" Group
Was Reply Received?
Yes
Acceptance?
Yes
Who Accepted?
Mother
Father
No
No
Include New School
+60
-40
Number of Acceptances per Consultant
Record on Parent Response Form
Forms Received by Center
STUD.-PAR. LIST FILE
PRF FILE
GAF FILE
SOS FLAI EVPI FILE

1. The Research Center Staff designed, printed and distributed pre-paid post cards for the parents to respond to the invitation letter. Provision was made on the card for parents to indicate whether father, mother, both parents or neither parent planned to attend, and which night of the week was preferred for the group meeting. Each school stamped its own address on the cards which it sent out. Business reply envelopes addressed to the Research Center were also printed for enclosure with the second (Follow-up) letter. Three sample parent letters were prepared for local approval and duplication by each district. These were the initial Invitation Letter "I", the participating-parent Follow-up Letter "P" and the non-participating parent Follow-up Letter "N". These materials were then delivered in the needed amounts to the consultants.
2. A list of names and addresses of children who were then at the specified grade level together with the names of their parents were compiled under the direction of the consultant(s) responsible for each school. This was known as the Student-Parent List. Two envelopes for each family were addressed from this list, one set for each mailing. A copy of each Student-Parent List (Appendix E) was transmitted to the Research Center by the responsible consultant.
3. The initial Invitation Letters "I" inviting the parents to participate in the groups were submitted for district approval, revised as needed, reproduced and signed by the administrator. One of these, together with a printed post card for the parents to reply was stuffed into each pre-addressed envelope and mailed.

4. As the cards were returned, replies were tabulated and a mark placed next to each family name indicating whether (1) father only, (2) mother only, (3) both parents, or (4) neither parent planned to attend. After replies ceased coming in (about two weeks), those families were placed in category (5), "no response," from whom no card had been received. Frequencies of response in each category were then recorded on the Parent Response Form (Appendix K) and transmitted to the Research Center. Parents answering in categories (1), (2), and (3) were enrolled in groups meeting on the evening for which they had indicated preference on the returned card. A Group Attendance Form (Appendix J) was prepared for each group so constituted, listing the parents who had enrolled. Where the positive response was too small, it was necessary for consultants to include additional schools. When too many parents signed up, a sample of them selected randomly was assigned to a "wait list," informed that they would be enrolled in a group meeting later in the year and these parents were employed as a control group to test the hypothesis that changes observed in the immediately started group could have been due to general influences extrinsic to the actual group experience.
5. The second set of letters was prepared. For enrolled parents Follow-up Letter "P" thanking parents for their response and informing them of the exact time and place of the meeting was prepared and signed. This letter also contained a request for them to complete and return the enclosed questionnaires. The appropriate one of these two letters was stuffed together with the questionnaires and a business

reply envelope addressed to the Research Center in each of the second set of pre-addressed envelopes and mailed.

6. Follow-up contacts by telephone were found to be effective in increasing the rate of attendance among parents who had promised to come. This procedure, however, was not a required feature of the design and was not employed by all cooperating schools.

Individual Data Collection Procedure

It was imperative to the design that preassessment of the attitudes of parents, teachers, administrators, counselors and high school students be accomplished before the experimental intervention, i.e., the commencement of the group series. It was also desirable to collect behavioral data on the student sample as early as possible in the sequence. Four special instruments, previously described, were used for this purpose. These were the School Opinion Survey (SOS), the Family Life Attitude Inventory (FLAI), the Educational-Vocational Plans Inventory (EVPI) and the Student Data Summary (SDS). (Copies of these instruments are included in Appendices G, H, I and F respectively.) This initial assessment was undertaken in the following manner for each role group (See Diagram 2).

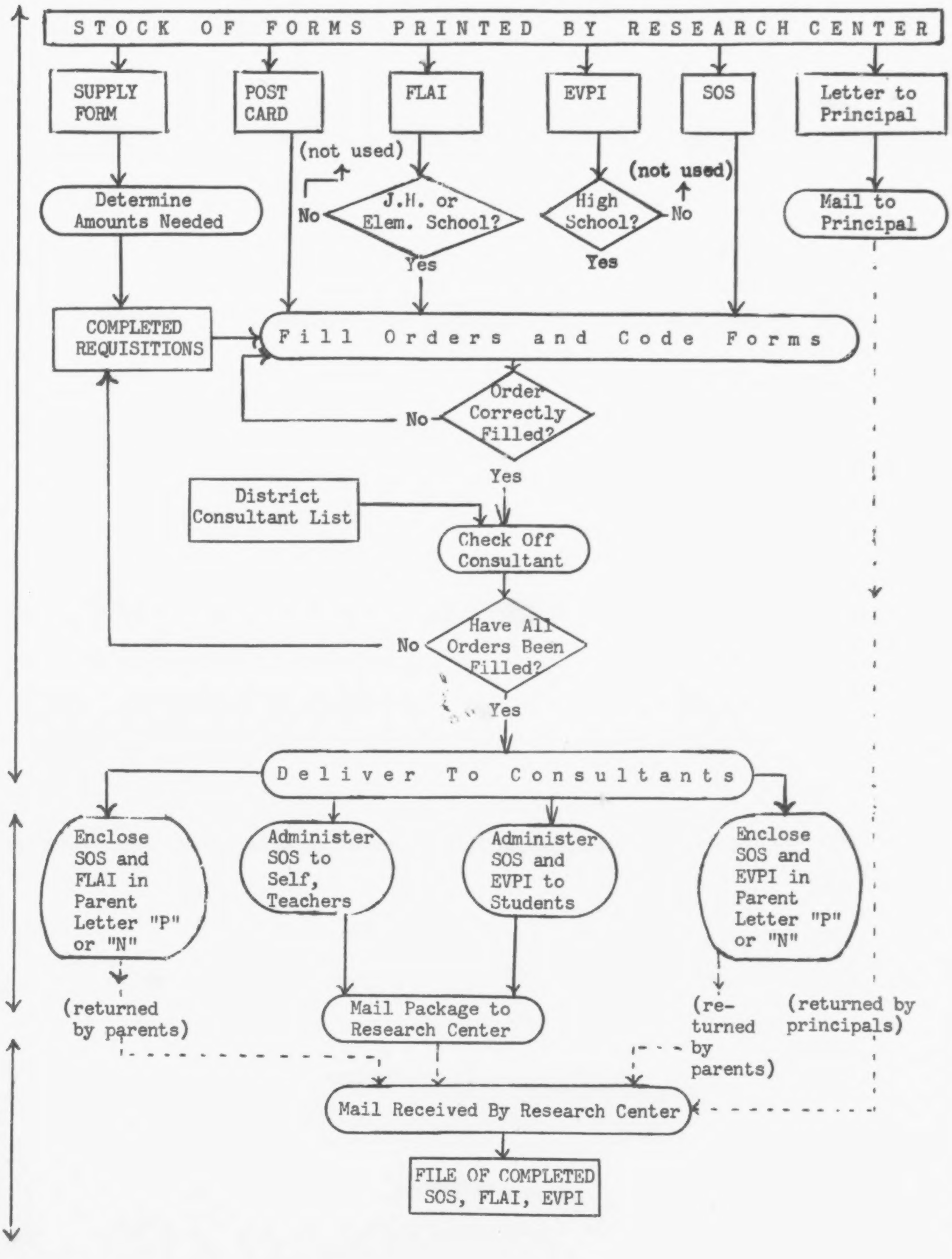
The assessment of parent attitudes necessarily had to be conducted by mail.* As described above, the instruments used for the assessment were enclosed with the second letter mailed by the school to the entire sample of

---

* An exception was one participating district whose regulations prohibited mailing such material. There, participating parents were handed the material in person in a group session prior to the beginning of parent group discussions.

DIAGRAM 2

SCHEMATIC DIAGRAM
OF INDIVIDUAL ATTITUDE DATA COLLECTION PROCEDURE


STOCK OF FORMS PRINTED BY RESEARCH CENTER
SUPPLY FORM
POST CARD
FLAI
EVPI
SOS
Letter to Principal
Determine Amounts Needed
(not used)
No
J.H. or Elem. School?
Yes
High School?
Yes
No
(not used)
Mail to Principal
COMPLETED REQUISITIONS
Fill Orders and Code Forms
No
Order Correctly Filled?
Yes
District Consultant List
Check Off Consultant
No
Have All Orders Been Filled?
Yes
Deliver To Consultants
Enclose SOS and FLAI in Parent Letter "P" or "N"
Administer SOS to Self, Teachers
Administer SOS and EVPI to Students
Enclose SOS and EVPI in Parent Letter "P" or "N"
(returned by parents)
Mail Package to Research Center
(returned by parents)
(returned by principals)
Mail Received By Research Center
FILE OF COMPLETED SOS, FLAI, EVPI
(RESEARCH CENTER FUNCTION)
(STAFF CONSULTANT FUNCTION)
(RESEARCH CENTER FUNCTION)

parents. It was expected that the percentage of response would leave something to be desired especially among those parents who had elected not to participate in the groups or had not even returned the post card. However, it was considered important to seek some index of the way opinion patterns might differ among those parents participating, declining to participate or simply not responding. Parents of elementary and junior high children were sent the SOS and the FLAI. Parents of high school students were sent the SOS and the EVPI (Parent Form). Processing of returned questionnaires will be described below.

Teachers were given the SOS by the staff consultant in their school, preferably at a faculty meeting where its purpose had been explained. They were asked to return it unsigned to the Research Center in the business reply envelope provided. The wide spread concern among teachers about "evaluation" made it advisable to permit anonymity for this group. Only the school from which the response came was recorded.

The principal of each participating school was sent a letter thanking him for his school's participation and requesting him to complete and return the enclosed SOS in the UCLA reply envelope.

Each staff consultant also filled out the SOS and returned it to the Research Center.

In each participating high school, all students in the freshman class (ninth or tenth grade) completed the SOS and EVPI (Student Form). Commonly, this was done during an English or Social Studies class. The student placed his name on the forms. After collection by the consultant these were delivered as a package to the Center. In addition, important data on the students was transferred from the school records to the special Student Data Summary form by a Staff Research Assistant (See Diagram 3).

Group Data Collection Procedure

In addition to the four individual instruments whose use was described above, six assessment devices were employed to collect data at the community, school and group levels. The development of these instruments was described in an earlier chapter. They were (1) the Community Evaluation Blank (CEB), (2) the Parent Response Form (PRF), (3) the General Counselor Reactions form (GCR), (4) the Counselor Reactions to Specific Group form (CRSG), (5) the Group Attendance Form (GAF) and (6) the Post Series Reaction Sheet (PSRS). (Copies of these instruments are included in Appendices J and K.) The procedure for collecting group data by means of these devices will be described below (See Diagram 4).

The Community Evaluation Blank was delivered to the principal by the responsible consultant with the request that he have it completed and mail it in the envelope addressed the Research Center. The nature of the information requested on this form was such that it could best be completed by a clerk in the principal's office.

The Parent Response Form was filled out by the responsible consultant when tabulations of parent responses to the initial Invitation Letter were complete (See Diagram 1) and was mailed to the Center.

The General Counselor Reactions form was filled out by each consultant at the end of the school year.

DIAGRAM 3

SCHEMATIC DIAGRAM OF INDIVIDUAL BEHAVIOR DATA COLLECTION PROCEDURE

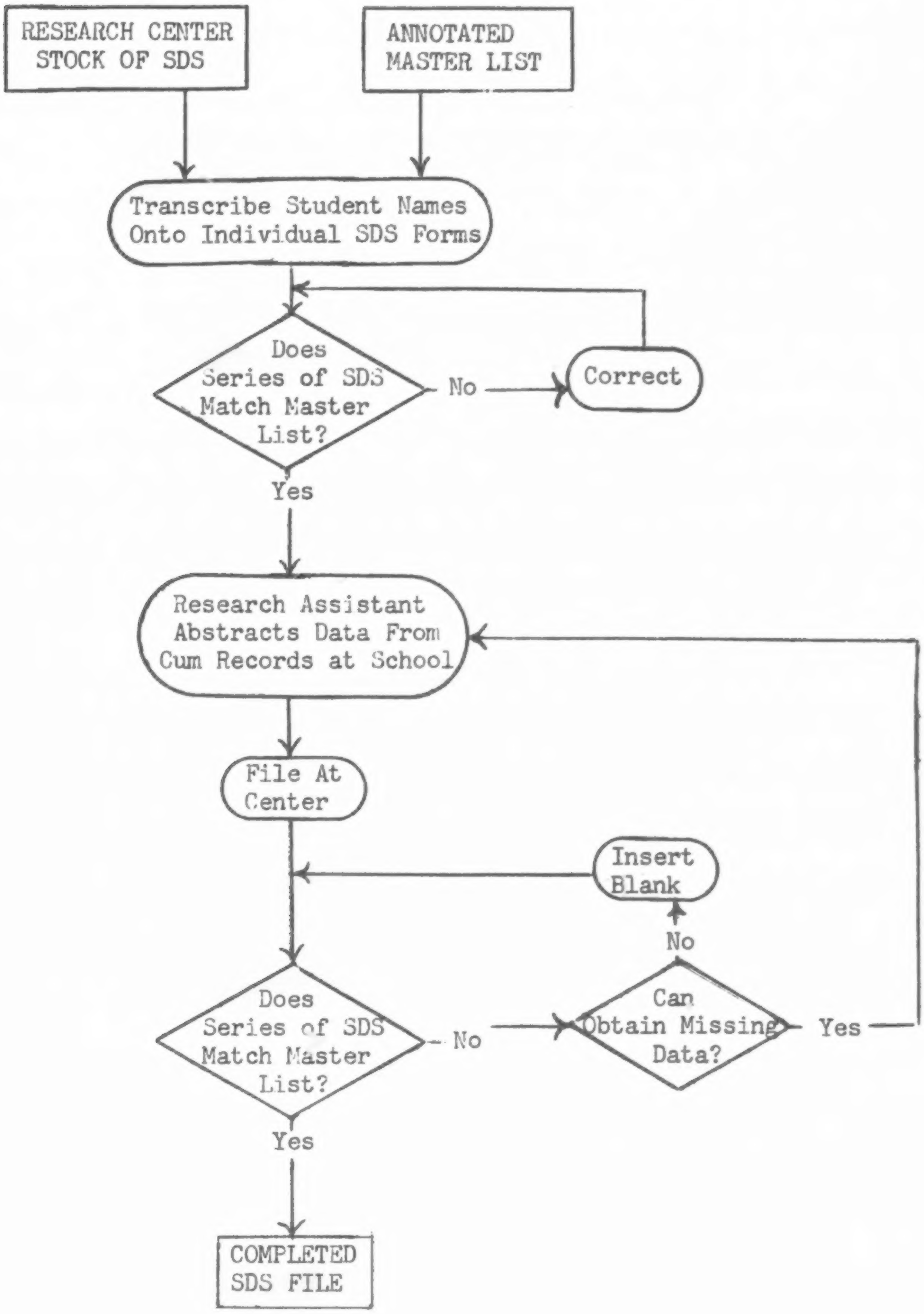
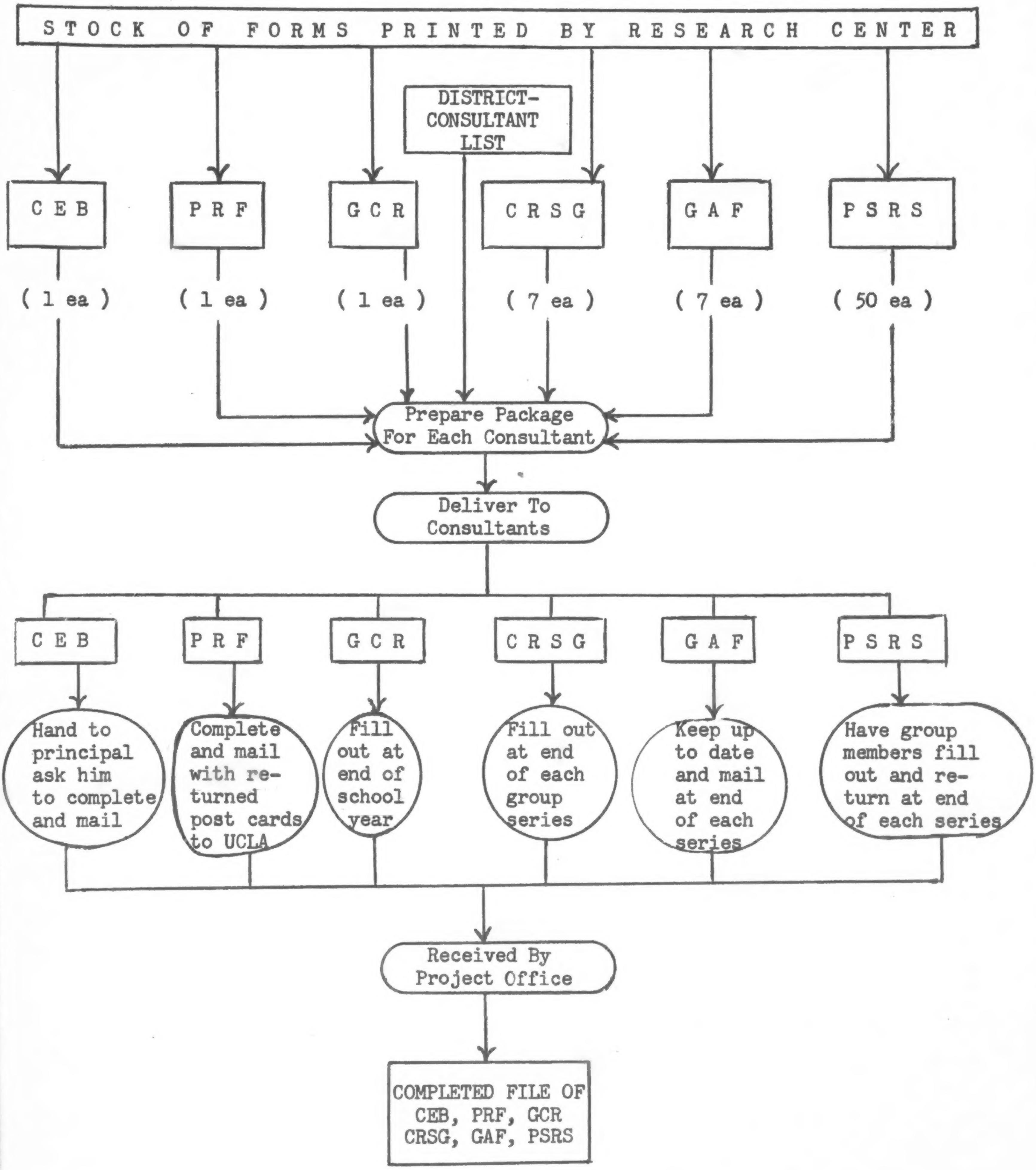

RESEARCH CENTER STOCK OF SDS
ANNOTATED MASTER LIST
Transcribe Student Names Onto Individual SDS Forms
Does Series of SDS Match Master List?
No
Correct
Yes
Research Assistant Abstracts Data From Cum Records at School
File At Center
Insert Blank
No
Does Series of SDS Match Master List?
No
Can Obtain Missing Data?
Yes
Yes
COMPLETED SDS FILE

DIAGRAM 4

SCHEMATIC DIAGRAM OF GROUP DATA COLLECTION PROCEDURE


STOCK OF FORMS PRINTED BY RESEARCH CENTER
DISTRICT-CONSULTANT LIST
CEB
PRF
GCR
CRSG
GAF
PSRS
(1 ea)
(1 ea)
(1 ea)
(7 ea)
(7 ea)
(50 ea)
Prepare Package For Each Consultant
Deliver To Consultants
CEB
PRF
GCR
CRSG
GAF
PSRS
Hand to principal ask him to complete and mail
Complete and mail with returned post cards to UCLA
Fill out at end of school year
Fill out at end of each group series
Keep up to date and mail at end of each series
Have group members fill out and return at end of each series
Received By Project Office
COMPLETED FILE OF CEB, PRF, GCR CRSG, GAF, PSRS

One Counselor Reactions to Specific Group form was completed by each consultant at the end of each group series, separately for each group, and forwarded to the Center with the GAF and PSRS forms collected from the group members.

One Group Attendance Form was kept by each consultant for each group and forwarded to the Center at the end of each series.

One Post Series Reaction Sheet was completed by each group member at the last meeting of each series, signed, sealed in an envelope, collected by the consultant and forwarded to the Center. An attempt was made by each consultant to get parents who had dropped out before the last meeting to complete and return the form. Forms were pre-identified by school before distribution.

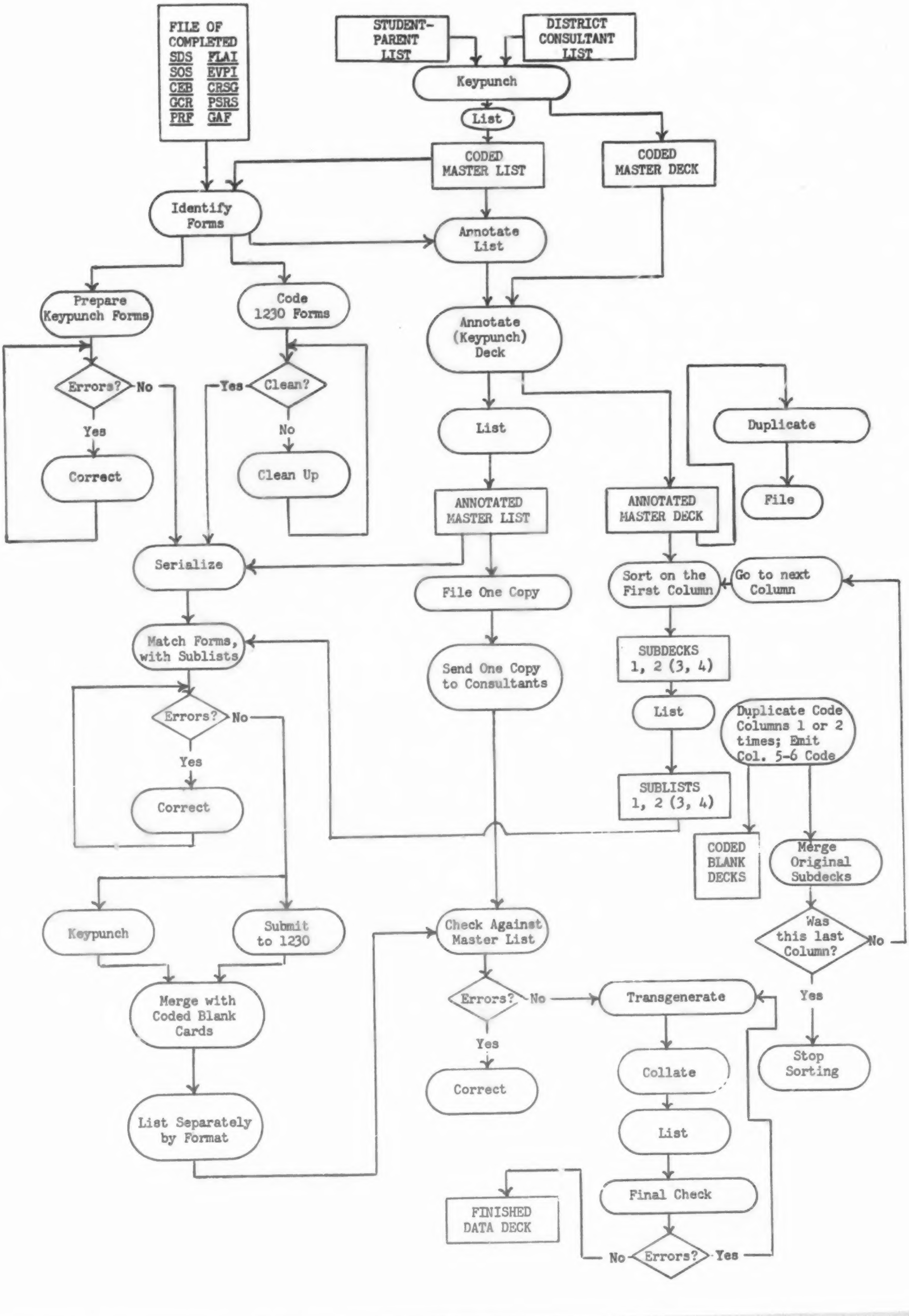
Data Processing Procedure

The processing of the individual attitude questionnaires and Student Data Summary (SOS, FLAI, EVPI and SDS) was facilitated by the special format in which they were printed. This format made it possible to transfer the data from these forms directly to punch cards, without the services of a key punch operator, by passing the forms through an IBM Optical Page Reader. On the other hand, data from the six group forms which were not prepared in this manner, still had to be key punched. Three phases were necessary in the processing: (1) identification and sorting of returned forms, (2) preparation of forms for translation to cards and (3) the actual translation of data to the punch cards. The sequence of operations used within these phases was as follows (See Diagram 5):

DIAGRAM 5

SCHEMATIC DIAGRAM

OF DATA PROCESSING PROCEDURE


FILE OF COMPLETED
SDS FLAI
SOS EVPI
CEB CRSG
GCR PSRS
PRF GAF
STUDENT-PARENT LIST
DISTRICT CONSULTANT LIST
Keypunch
List
CODED MASTER LIST
CODED MASTER DECK
Identify Forms
Annotate List
Prepare Keypunch Forms
Code 1230 Forms
Annotate (Keypunch) Deck
Errors?
No
Yes
Correct
Clean?
Yes
No
Clean Up
List
Duplicate
File
ANNOTATED MASTER LIST
ANNOTATED MASTER DECK
Serialize
File One Copy
Sort on the First Column
Go to next Column
Match Forms, with Sublists
Send One Copy to Consultants
SUBDECKS 1, 2 (3, 4)
List
Duplicate Code Columns 1 or 2 times; Emit Col. 5-6 Code
Errors?
No
Yes
Correct
SUBLISTS 1, 2 (3, 4)
CODED BLANK DECKS
Merge Original Subdecks
Was this last Column?
No
Yes
Keypunch
Submit to 1230
Check Against Master List
Merge with Coded Blank Cards
Errors?
No
Yes
Transgenerate
Correct
Stop Sorting
Collate
List Separately by Format
List
Final Check
FINISHED DATA DECK
No
Errors?
Yes

1. Procedure for identification and sorting of returned forms:

(a) First, the District-Consultant List was set up, consisting of the names of all participating districts with the names of those Project consultants employed by each. (See Appendix E). Each district was assigned a code number as listed in Table 4 and each consultant within that district was assigned one or more numbers, depending on the number of participating schools he served. The appropriate pair of these numbers, termed the District-Consultant Code, was later punched into columns 1 and 2 respectively of all data cards and served to identify the district, consultant and school from which data had come. (Consult Table 4 for a summary of the complete file number scheme.)

(b) Next, the Student-Parent Lists were composed. One such list was provided for each school by the responsible consultant. A special form was provided (Appendix E) on which the names of all students and of their parents could be listed and alphabetized by student last name. (These Lists had, of course, to be prepared early, as they were a necessary part of both group set-up and data collection procedures.) To each of the student names on each alphabetized school List was assigned a serial code number consisting of two digits between 01 and 99. This pair of numbers was termed the Individual Code. It was later punched (along with the appropriate District-Consultant Code) into columns 3 and 4 of all data cards concerning a given student subject

(c) Third, the Coded Master Deck (Format M) was prepared. The District Consultant Code, Individual Code and associated student last and first name, father first name, mother first name and family surname, if different from that of student, were keypunched into IBM cards, one for each student in the sample. A set of six pairs of parentheses were also duplicated onto each card. Finally, a special header

80

TABLE 4

File Number Scheme for Identifying Punched Card Data

Column #	(1)	(2)	(3) and (4)		(5)			(6)	
Code	District Code	Consultant Code	Individual Code		Subsample Code			Format Code	
District	Code		Consultant Princiapl School	Student Parent Teacher	Role Group	Sex	Code	Instrument	Code
Los Angeles	0	0 - 9	00	01 - 99	Student	M	0	SDS	0
Azusa	1	0 - 9	00	01 - 99	Student	F	1	SOS - 1	1
Alvord (Elem)	2	0 - 9	00	01 - 99	Parent	M	2	SOS - 2	2
Alvord	3	0 - 9	00	01 - 99	Parent	F	3	FLAI - 1	3
Palm Springs	4	0 - 9	00	01 - 99	Teacher	M	4	FLAI - 2	4
Torrance	5	0 - 9	00	00 - 99	Teacher	F	5	EVPI	5
Albuquerque	6	0 - 9	00	01 - 99	Consultant	M	6	Group (P)	6
Albuquerque	7	0 - 9	00	01 - 99	Consultant	F	7	Group (C)	7
Albuquerque	8	0 - 9	00	01 - 99	Principal	M	8		
Albuquerque	9	0 - 9	00	01 - 99	Principal	F	9		

card was prepared for each district, consultant and school and for column designations. The resulting packets of cards were then listed by school, thus producing copies of the Coded Master List. (See Appendix E.)

(d) The Coded Master List was now used to identify forms as they were received and processed. Student and parent names written on forms were matched with the List and the associated code written on each form. The forms themselves were filed in numerical order to await processing. District and school were identified by a distinctive edge mark on the reply envelope (Appendix D) and, as a further check, serial numbers had been printed on the forms and assigned in blocks to the schools.*

(e) The Coded Master List was then annotated to indicate what questionnaire forms had been completed by each parent (and student at the high school level) and which parents had participated in the parent groups. A research staff member matched returned questionnaires and Group Attendance Form entries with names on the List and entered marks in the appropriate pair of parentheses opposite the names.

(f) Next, the Annotated Master Deck was produced by passing the Coded Master Deck through the keypunch in sequence while the operator punched in the marks which had been written by the staff member on the Coded Master List. The resulting Annotated Master Deck was then listed to produce the Annotated Master List. Extra copies of this List were made for Research Center and district use.

(g) Then, the Annotated Master Deck was duplicated. The original was filed for safekeeping and the copy submitted to the sorter. School by school,

---

* Initial experience with this method suggested the need for certain modifications. The printed serial number and edge mark schemes proved effective but cumbersome. Consequently, they were discontinued and instead the school code was pre-marked on the revised SOS form so that it could be automatically punched by the 1230 system. On other forms the school name was stamped before distribution.

(1) a two or four way sort was made, (2) the sorted subdecks listed, (3) code numbers duplicated into columns 1-4 of one or two blank decks, (4) the subsample-Format Code emitted into columns 5 and 6, and (5) the sorted subdecks merged again ready for the next sort. The above five steps were completed for each of the following sorts. The number of decks code-duplicated, the subsample- Format Codes emitted, and the number of subdecks sorted and merged are shown in parentheses (consult Table 5):

(1) Column #1: Separated fathers who completed SOS from those who did not. (2 decks duplicated, codes 21 and 22, 2 subdecks to merge.)

(2) Column #2: Separated mothers who completed SOS from those who did not (2 decks duplicated, codes 31 and 32, 2 subdecks to merge.)

(3) Column #3: Separated boys who completed SOS from girls who completed SOS and from boys and from girls who did not (high school only). (2 decks duplicated, codes 01 or 11 and 02 or 12, 4 subdecks to merge.)

(4) Column #4: Separated fathers who completed FLAI or EVPI from those who did not. (1 (EVPI) or 2 (FLAI) decks duplicated, codes 25 or 23 and 24 respectively, 2 subgroups to merge.)

(5) Column #5: Separated mothers who completed FLAI or EVPI from those who did not. (1(EVPI) or 2 (FLAI) decks duplicated, codes 35 or 33 and 34 respectively, 2 subdecks to merge.)

(6) Column #6: Separated boys who completed EVPI from girls who completed EVPI and from boys and from girls who did not (high school only). (1 deck duplicated, codes 05 or 15, 4 subdecks to merge.)

(7) Column #7: Separated families in which one or both parents participated from families in which no one did. (1 deck duplicated, code 6 2 decks to merge).

TABLE 5

DATA STORAGE SCHEME

SOURCE	FORMAT	COLOR	CODE	STUDENT	FATHER	MOTHER	EDUCATORS
			(COL. 5) (COL. 6)	(0-1)	(2)	(3)	(4-9)
S-P LIST	M	- - - -	---	ALL			
SDS	0	White	0	ALL			
SOS - 1	1	Red	1	H.S.	ALL	ALL	ALL
SOS - 2	2	Red	2	H.S.	ALL	ALL	ALL
FLAI - 1	3	Green	3		E.J.	E.J.	
FLAI - 2	4	Green	4		E.J.	E.J.	
EVPI	5	Brown	5	H.S.	H.S.	H.S.	
GROUP - P	6	Yellow	6		(PART.	PART.	CONS.)
GROUP - C	7	Blue	7				CONS.

KEY:

ALL - All subjects of that catagory

H.S. - High school subjects only

E.J. - Elementary or junior high school subjects only

PART. - Participating parents only

CONS. - Project consultants only

(-) - Father's, mother's and consultant's responses combined on one card

2. Procedure for preparation of forms for translation to cards:

(a) Because the special forms used had to be marked properly, it was necessary to check them visually and apply a clean-up procedure where needed before submitting them to the IBM 1230 Optical Page Reader. Marks which were too light or done improperly had to be darkened or corrected by hand. Excessively crumpled forms had to be smoothed.

(b) Group data forms had to be hand transcribed to special Key Punch Forms (Appendices J and K) and checked for errors.

(c) All forms were then serialized and checked against the sorted subdeck lists made in Step 1 (g).

3. Procedure for translation of data to cards:

(a) Next, the appropriate sets of blank cards into which the code numbers had been duplicated from the subdecks formed after each sort (Step 1 (g) above) were inserted into the feed hopper of an automatic keypunch while the matched questionnaire forms were placed in the feed hopper of an IBM 1230 Optical Page Reader and the information on each form automatically punched into its associated card.

(1) One such deck was designated for each side of the SOS (Formats 1 and 2) for fathers, mothers and, at the high school level, students; a total of four decks at the elementary level and six decks at the high school level. The SOS forms were then fed through the 1230 in proper sequence and the responses punched into the designated pre-punched deck in the same sequence.

(2) One deck was designated for each side of the FLAI (Formats 3 and 4) for fathers and mothers at the elementary school level only, a total of four decks. The FLAI forms were then fed through the 1230 in proper sequence and the responses punched into the designated pre-punched deck in the same sequence.

(3) One deck (Format 5) was designated for the student form of the EVPI and one each for the father and mother respondents to the parent form of the EVPI, a total of three decks at the high school level only. The EVPI forms were then fed through the 1230 in proper sequence and the responses punched into the designated pre-punched deck in the same sequence.

(4) One deck (Format 6) was designated to receive data from the key punch forms summarizing information from three group data devices, the Group Attendance Forms (GAF), Post Series Reaction Sheets (PSRS), and Counselor Reactions to Specific Group (CRSG) forms (Group Data: Parents).

(5) Data from the four school data forms, the General Counselor Reactions forms (GCR), Parent Response Forms (PRF), Community Evaluation Blanks (CEB) and Consultant Application Forms (CAF) were key punched into Master Consultant Cards (Format 7) identified by District-Consultant Code (Group Data: Consultants).

(6) The Student Data Forms, which had been previously filled out and coded by a Project staff member, were so designed that the 1230 would automatically punch the code numbers along with the data. Thus, no prepunched deck was necessary. After all forms were translated the resulting deck (Format 0) was listed and matched with the Annotated Master List. Any missing forms were either prepared and translated or a coded blank card inserted into the gaps in the sequence.

(b) The punched decks were then merged with the coded blank cards produced in Step 1 (g) for which data were not available. Each deck was then listed and compared with the original Annotated Master List. When all lists had been matched, the cards were ready for Step 3 (c).

(c) The completed individual data decks were then submitted to the computer for transgeneration of certain variables, resequencing the computation of scale totals.

(d) All data decks (excluding Format M) were submitted to the collater and the resulting combined deck again listed and checked for error (see Table 6). The completed and checked Finished Data Deck was then ready to be used in subsequent statistical computations. The card addresses of these stored data are found in Table 7.

TABLE 6

SUBSAMPLE-FORMAT CODE NUMBERS FOR DATA CARDS IN SEQUENCE FOR ANY ONE STUDENT IN THE SAMPLE *

CARD SEQUENCE NUMBER	ELEMENTARY JUNIOR HIGH		HIGH SCHOOL	
	BOY	GIRL	BOY	GIRL
1	00	10	00	10
2	21		01	11
3	22		02	12
4	23		05	15
5	24		21	
6	31		22	
7	32		25	
8	33		31	
9	34		32	
10	66**		35	
11			66**	

NOTES:

* The "subsample-format code numbers" are the 2 digits punched in columns 5 and 6, respectively (see Tables 1, 2 and 4).

** Arbitrary male consultant subsample code regardless of actual sex of consultant.

TABLE 7

SUBSAMPLE-FORMAT CODE ADDRESSES OF STORED DATA

FORM ABBR.	SUBSAMPLE-FORMAT CODE	STUDENTS (M)	STUDENTS (F)	PARENTS (M)	PARENTS (F)	TEACHERS (M)	TEACHERS (F)	CONSULTANTS (M)	CONSULTANTS (F)	PRINCIPALS (M)	PRINCIPALS (F)
	SUBSAMPLE	0	1	2	3	4	5	6	7	8	9
	FORMAT										
SDS	0	0 0	1 0								
SOS - 1	1	0 2	1 1	2 1	3 1	4 1	5 1	6 1	7 1	8 1	9 1
SOS - 2	2		1 2	2 2	3 2	4 2	5 2	6 2	7 2	8 2	9 2
FLAI - 1	3			2 3	3 3						
FLAI - 2	4			2 4	3 4						
EVPI - S	5	0 5	1 5								
EVPI - P	5			2 5	3 5						
GAF	6							6 6			
PSRS	6							6 7			
CRSG	6							6 6			
GCR	7							6 7	7 7		
PRF	7							6 7	7 7		
CEB	7							6 7	7 7		
CAF	7							6 7	7 7		

NOTE:

The two digits in each pair represent respectively the subsample code (card column #5) and the format code (card column #6).

Procedural Modifications for the Third Project Year

Experience during this second Project year (Phase One) has indicated the desirability of making certain procedural changes for the year 1965-66 (Phase Two). These changes are primarily in data collection procedure. Some of the data collected during Phase One proved unuseable for one reason or another. The proposed changes are intended to insure the return of a maximum amount of useable data. The proposed modifications are as follows:

(1) Teachers have been permitted to remain anonymous during Phase One. Next year all respondents, whether they are parents, teachers or consultants, will be asked to place their names on all material to be returned for analysis. While there has been some concern expressed that this may affect the kind and frequency of response people will give to the instruments used, the investigators believe that such limitations may be minimized through the utilization of appropriate safeguards. For example, each individual in both parent and teacher groups will be provided with an envelope in which to seal his responses. He will also be assured that his individual responses will not be seen by district personnel and that the Project personnel who process them will not be concerned with the responses of any one individual.

(2) A second change concerns the collection of pre-assessment data from participating parents. Previously, materials have been mailed to all parents, but this resulted in the loss of some data from participating parents. For this reason, it was decided that during Phase Two the first meeting of each parent group will be devoted to data collection. At the elementary and junior high school levels, the initial series, which during Phase One consisted of four sessions, will now contain five sessions. (Invitation letters to parents will reflect this fact.)

The second and third series at these levels will continue to be four sessions long. The length of the initial series at the high school level will remain seven sessions, even though the first session will be utilized in part for data collection.

(3) A fundamental change in data collection procedure is reflected in the fact that mailing of pre-assessment instruments to non-participants will be done by the Research Center. This will necessitate early receipt of Student-Parent Lists (including addresses) from each school. The Student-Parent List will include (a) the last and first name of each pupil in the appropriate grade (1, 7 or the first year of high school) matched with (b) the first name of each of the pupil's parents (and the family surname if different from the child's) and (c) the address of each pupil. This procedural revision will also make it necessary for participating schools to mail returned post cards from parents to the Research Center exactly two weeks after they have been mailed out. Through comparison of the post cards with the Student-Parent List it will be possible to make up a list of parents to whom instruments must be mailed by the Research Center. All mailing of post-assessment materials in May, 1966, will be carried out in the Research Center. Project consultants, however, will continue to be responsible for collecting pre-assessment data from all participating parents and from all teachers and high school students, participating or otherwise. Consultants will also have the responsibility for collecting all-assessment data from teachers and high school students.

CHAPTER V

HYPOTHESES

In a previous publication (Shaw and Tuel, 1964) a number of research objectives were outlined. These were stated in rather general and qualitative terms and it remained to translate them into more specific quantitative and empirical terms in order to create a set of testable hypotheses. As can be readily seen from the last chapter, a wide variety of data ranging from expressions of attitude to ratings of overt behavior was collected and stored on punch cards. The analysis of these data was conducted according to the pattern set by the hypotheses to be described in this chapter.

Kinds of Information Available for Analysis

Considered in detail, the number of variables contained in the data ran into the hundreds. The complexity of this fund of information was multiplied several times when divided along the subsample and consultant dimensions (Fig. 1). In order to reduce this abundance of detail to manageable proportions it was necessary to classify the *variable* dimension into ten subgroups according to instrument source format and into four categories as to the kind of data involved. (See Table 8:)

1. First were background data, e.g., date of birth, birthplace, education and social and racial composition of community, size and staffing of school and attitude of community towards education.

2. Second were the categories of observable behavior as rated by school staff (e.g., grades and disciplinary attention), assessed by standardized tests (e.g., achievement, intelligence, aptitude and interest), and observed by consultants and participants in group series.

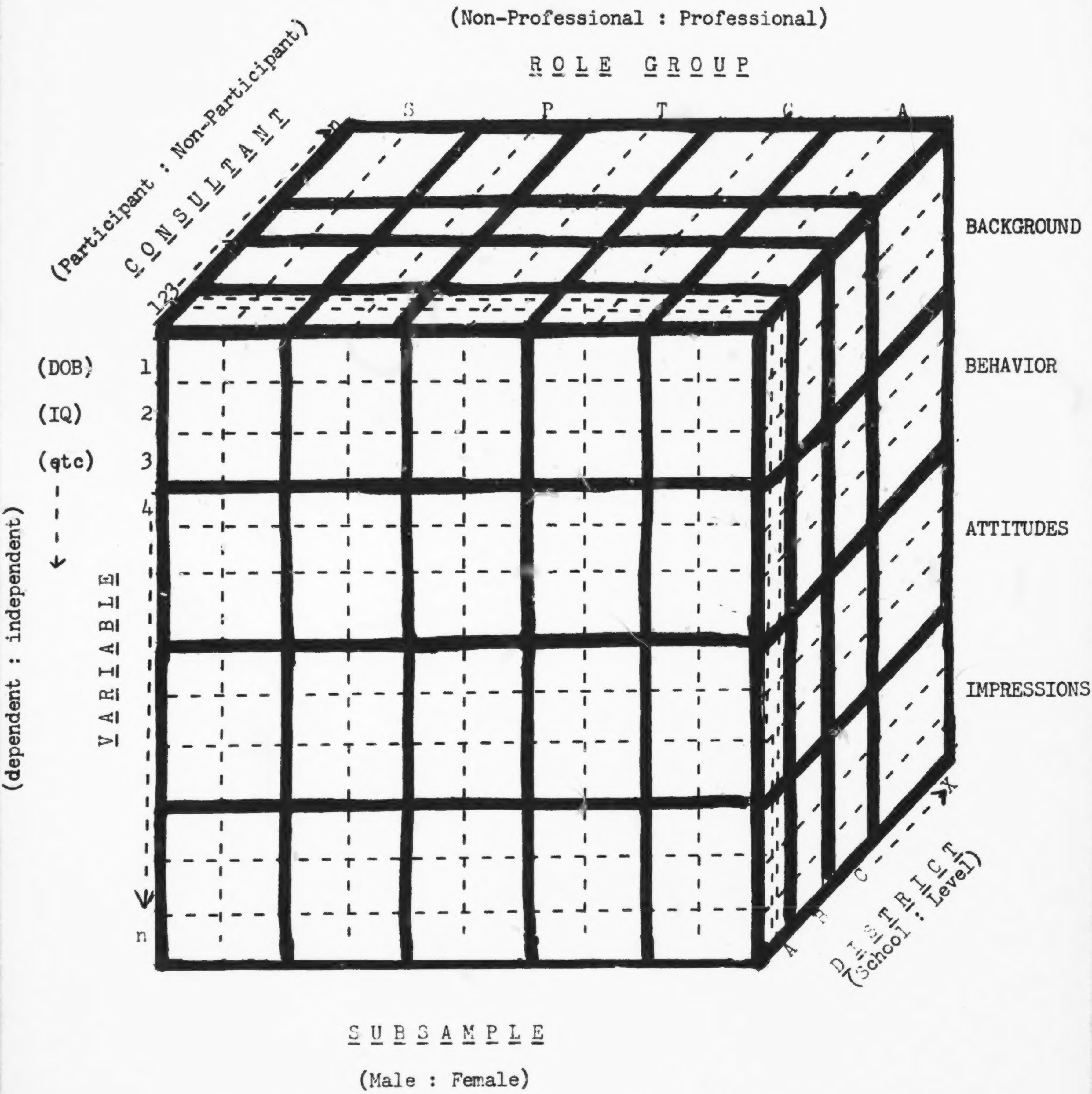

(Non-Professional : Professional)
ROLE GROUP
S
P
T
C
A
(Participant : Non-Participant)
CONSULTANT
123-
n
(DOB) 1
(IQ) 2
(etc) 3
4
n
VARIABLE
(dependent : independent)
BACKGROUND
BEHAVIOR
ATTITUDES
IMPRESSIONS
A
B
C
X
DISTRICT
(School : Level)
SUBSAMPLE
(Male : Female)

Figure 1. -- Solid statistical matrix showing inter-relationship of variable, subsample and consultant dimensions.

Table 8

Categories of Stored Data

TYPE OF DATA	Subjects Described Student	Parent	Teacher	Coun.	Adm.
1. Background data	0*	0	4	4,9	4
2. Behavior: ratings by school staff	0				
3. Behavior: standardized comparison	0				
4. Behavior: observations by consultants		5,6			
5. Behavior: observations by participants		8		8	
6. Attitudes: self report	1,3	1,2	1	1	1
7. Attitudes: ratings by students		3			
8. Attitudes: ratings by parents	3				
9. General impressions of consultants		7		7	

* Key To Instrument Code

Code	Instrument
0	Student Data Summary (SDS)
1	School Opinion Survey (SOS)
2	Family Life Attitude Inventory (FLAI)
3	Educational-Vocational Plans Inventory (EVPI)
4	Community Evaluation Blank (CEB)
5	Group Attendance Form (GAF)
6	Counselor Reactions to Specific Group (CRSG)
7	General Counselor Reactions (GCR)
8	Post Series Reaction Sheet (PSRS)
9	Consultant Application Form (CAF)

3. Next were attitudes as self-reported by all groups on the SOS and by elementary and junior high school parents on the FLAI, self and parent ratings and parent ratings of student interest, level of aspiration and abilities, and student ratings of how they perceived their parents would rate them.

4. Finally, there were general impressions of the group process as seen by the participating consultants.

These four groupings could be further consolidated into independent variables (background data) and dependent variables (behavior, attitudes and impressions). The latter, of course, only fit the definition of dependent variables when used as criteria of change attributed to the experimental intervention, i.e., parent counseling. Certain other independent and control variables were classified along the "subsample" and "consultant" dimensions.

The subsample dimension contained the five role groups (students, parents, teachers, counselors, and administrators) each of which group was further divided by sex, yielding ten subsample groups (identified by the subsample code number in column 5 of each data card). The entire dimension could also be dichotomized as non-professional (students, parents) and professional (teachers, counselors, administrators).

The consultant dimension contained all participating consultants further classified by school(s) and district in which each served (identified by the District Consultant Code number in columns 1 and 2 of each data card). Within any school a further division was made between participant and nonparticipant parents and between their children.

General Hypotheses

1. Null hypotheses were proposed regarding differences in individual dependent variable means among the two, five and ten divisions of the subsample dimension and

among the two, six and forty-five divisions of the consultant dimension. Null hypotheses were also advanced regarding differences in any division mean of the consultant dimension across the subsample dimension and vice versa. Finally, null hypotheses were set up regarding interactions among divisions of any two or all three dimensions. When these data are complete, analysis of variance and analysis of covariance using background data as covariates will be performed.

2. With respect to possible significant intercorrelations between individual dependent variables, null hypotheses were also proposed. Computation of these intercorrelations will be performed for the entire sample and for subsample and consultant dimension divisions when the data are complete.

3. Hypotheses were proposed to the effect that the ten factor scales of the SOS and the fourteen factor scales of the FLAI as originally extracted with other samples will be sustained on re-factor analysis. These analyses will be performed when the data are complete.

4. Null hypotheses were advanced regarding significant correlations between "background" independent variables and individual dependent variables. The testing of these hypotheses awaits completion of the data pool.

Specific Hypotheses

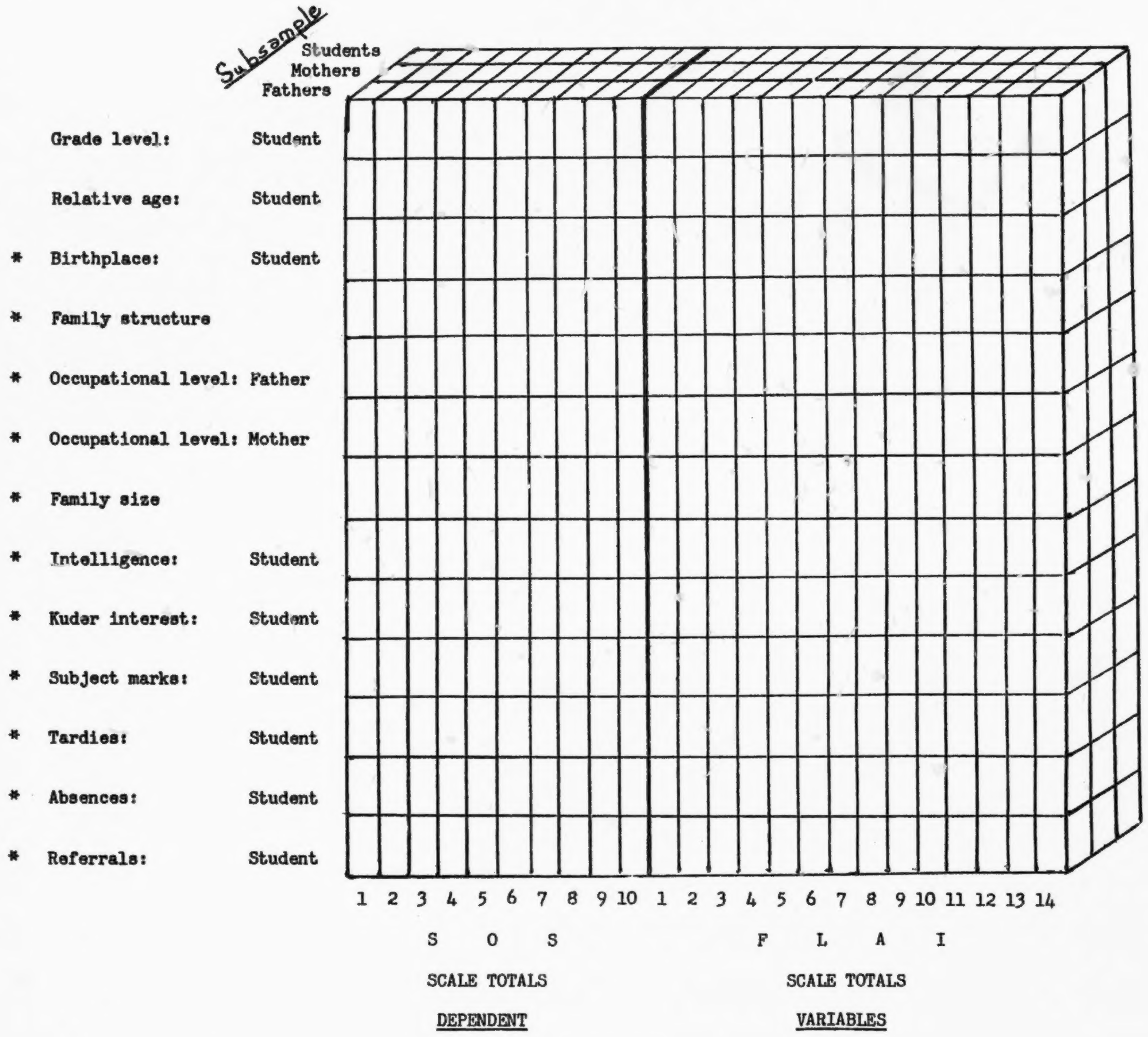
1. It was hypothesized that a significant relationship would be found between individual educational attitudes, expressed as scale totals on the SOS and FLAI, of (a) fathers, (b) mothers and (c) students (where applicable) and the following data taken from the SDS (see Fig. 2):

(1) grade level of student

(2) relative age of student

(3) birthplace of student

(4) family structure of student


Subsample
Students
Mothers
Fathers
Grade level: Student
Relative age: Student
* Birthplace: Student
* Family structure
* Occupational level: Father
* Occupational level: Mother
* Family size
* Intelligence: Student
* Kuder interest: Student
* Subject marks: Student
* Tardies: Student
* Absences: Student
* Referrals: Student
1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10 11 12 13 14
S O S
F L A I
SCALE TOTALS
SCALE TOTALS
DEPENDENT
VARIABLES

* The community sample means of asterisked individual variables were compared with the means of other community samples to test hypothesis 2.

Figure 2. -- Tridimensional intercorrelation matrix incorporating background and behavioral independent variables, subsample dimension, and attitudinal scale total dependent variables according to hypotheses 1 and 2.

(5) occupational level of fathers
(6) occupational level of mothers
(7) size of family
(8) IQ of student
(9) Kuder interest pattern of student
(10) subject marks of student, and
(11) tardies, absences and referrals of student

2. The corollary hypothesis was advanced that a significant relationship would be found between community educational attitudes, expressed as grand mean scale total scores on the SOS and FLAI, of (a) fathers, (b) mothers and (c) students (where applicable) and mean:

(1) transiency (birthplace)
(2) family stability (structure)
(3) occupational level of fathers
(4) occupational level of mothers
(5) size of family
(6) IQ of student sample
(7) overall Kuder interest pattern of student sample
(8) grade point average of student sample, and
(9) tardies, absences and referrals of student sample in an entire district and specific school attendance area (see Fig. 2).

3. It was hypothesized that there would be a significant pattern similarity among the following three sets of Kuder interest patterns for (a) fathers, (b) mothers and (c) students (see Fig. 3):

(1) actual Kuder scores (SDS, Kuder Report Form)
(2) rating of student's occupational interests (EVPI)
(3) rating of student's combined interest and ability (EVPI)

4. It was hypothesized that there would be a significant correlation between ratings of each student's aptitude or subject marks by the following (see Fig. 4):

(1) his father (EVPI - P)
(2) his mother (EVPI - P)
(3) himself (EVPI - S)
(4) his teachers (SDS)

5. It was hypothesized that there would be a significant correlation between ratings of each student's (a) father, (b) mother and (c) student perceptions of his academic potential as perceived by the following persons (see Fig. 5):

(1) his father (EVPI - P)
(2) his mother (EVPI - P)
(3) himself (EVPI - S)

6. It was hypothesized that there would be a significant correlation between ratings of each student's academic standing in terms of (a) actual ability and (b) teacher marks by the following persons (see Fig. 6):

(1) his father (EVPI - P)
(2) his mother (EVPI - P)
(3) himself (EVPI - S)

7. It was hypothesized that there would be a significant correlation between ratings of each student's frequency of discussion of vocational plans with his (a) father and (b) mother made by the following persons (see Figure 7):

(1) his father (EVPI - P)
(2) his mother (EVPI - P)
(3) himself (EVPI - S)

8. It was hypothesized that there would be a significant correlation between ratings of each student's degree of disagreement about vocational plans with his (a) father and (b) mother made by the following persons (see Figure 8):

	Scores or rating by Father	 Mother	 Student
Actual Kuder scores	FS	MS	SS
Rating of student's occupational interest	F1	M1	S1
Rating of student's combined interest and ability	FC	MC	SC

Figure 3. -- Two dimensional representation of the nine cells generated by hypothesis 3 between pairs of which tests of pattern similarity are proposed.

	Correlated With Actual Marks	 Self rating	 Mother's rating
Father's rating of marks	AF	SF	MF
Mother's rating of marks	AM	SM	
Self rating of marks	AS		

Figure 4. -- Representation of the six intercorrelation cells generated by the four variables of hypothesis 4.

	AS PERCEIVED BY		
	Father	Mother	Student
Father's rating of potential	FF	MF	SF
Mother's rating of potential	FM	MM	SM
Student's rating of potential	FS	MS	sSS

Figure 5. -- Representation of the nine cells generated by three raters using three perceptions of ratings according to hypothesis 5.

	IN TERMS OF	
	Actual Ability	Teacher Marks
Father's rating of standing	AF	TF
Mother's rating of standing	AM	TM
Student's rating of standing	AS	TS

Figure 6. -- Representation of the six cells generated by three raters each rating academic standing in terms of both actual ability and teacher marks according to hypothesis 6.

	DISCUSSION WITH	
	Mother	Father
Father's rating of frequency	FF	MF
Mother's rating of frequency	FM	MM
Student's rating of frequency	FS	MS

Figure 7. -- Representation of the six cells generated by three raters each rating frequency of discussion of vocational plans with father and with mother according to hypothesis 7.

	DISAGREEMENT WITH	
	Father	Mother
Father's rating of degree	FF	MF
Mother's rating of degree	FM	MM
Student's rating of degree	FS	MS

Figure 8. -- Representation of the six cells generated by three raters each rating degree of disagreement about vocational plans with father and with mother according to hypothesis 8.

(1) his father (EVPI - P)

(2) his mother (EVPI - P)

(3) himself (EVPI - S)

9. It was hypothesized that the extent of a given parent's participation in the parent groups, favorableness of that parent's rating of the parent groups and favorableness of his consultant's rating of the group(s) in which that parent participated would be correlated significantly with the following variables (see Fig. 9):

(1) Individual educational attitudes (SOS and FLAI scale totals)

(2) Community educational attitudes (community mean SOS and FLAI scale totals)

(3) Individual Kuder interest patterns and ratings

(4) Ratings of student's aptitude or subject marks

(5) Ratings of student's academic potential

(6) Ratings of student's academic standing

(7) Ratings of student's frequency of discussion with parents about vocational plans

(8) Ratings of student's degree of disagreement with parents about vocational plans

(9) Extent of parent's participation in parent groups

(10) Favorableness of parent's rating of his own parent groups

(11) Favorableness of consultant rating of that parent group

10. It was hypothesized that none of the families of variables listed above under hypothesis 9 would exhibit any significant change on post testing following participation in the parent groups both absolutely and using non-participants as controls.

The above listed specific hypotheses do not exhaust the potential store of relationships possible among the numerous variables involved in this study. Only major hypotheses have been spelled out in this chapter.

VARIABLES CORRELATED	Extent of parent participation	Favorableness of parent rating	Favorableness of consultant rating
Individual educational attitudes			
Community educational attitudes			
Individual Kuder patterns and ratings			
Ratings of student's aptitude or marks			
Ratings of student's academic potential			
Ratings of student's academic standing			
Ratings of student's discussion frequency			
Ratings of student's disagreement degree			
Extent of parent participation	✕		
Favorableness of parent's group rating		✕	
Favorableness of consultant's group rating			✕

Figure 9. - Intercorrelation Matrix For Variables Specified In Hypothesis 9.

CHAPTER VI

PRELIMINARY FINDINGS

The data being reported in this section cannot be considered final, even with respect to the parameters upon which it reports. It is primarily descriptive data relating to the participating districts, schools and consultants. A summary of this data will present a picture of the kinds of school situations in which the Project is being carried out, and of the individuals who are doing the actual work in public schools. In addition, some data is currently available on parent participation in groups. The information presented here represents that which was available at the middle of the 1964-65 academic year.

Participating Districts

After investigating twenty-two school districts in Southern California, six were ultimately selected by Project staff for participation. While one of these districts subsequently withdrew from participation during the first phase of the Project, but will begin as a participant in Phase Two, one of the districts which has participated this year will not be participating next year. The major criteria utilized by the Project staff in selecting districts were (1) evidence of interest and administrative support, and (2) the existence of a cadre of interested and well-trained pupil personnel specialists. It was emphasized at all times by Project staff that pressure should not be brought to bear upon any pupil personnel specialist to participate if his interest or commitments did not incline him to do so.

In addition to the Southern California Districts, the city of Albuquerque, New Mexico, is participating in the Project, making a total of six different school districts active during 1964-65. These districts range in size from one which represents a community of 26,000 people to one representing over a million.

Participating Schools

A total of twenty-three schools were participating in the Project at the date of this report; seventeen elementary schools, four junior high schools, and two high schools. It is anticipated that this number will increase during the second half of the 1964-65 academic year. Perusal of data available on elementary schools indicates that the smallest school was a 14 teacher school serving 400 students, and that the three largest elementary schools have 33 teachers each, serving approximately 1150 children. The junior high schools were composed of approximately 1100 students each and were staffed by about 40 teachers. The two high schools had approximately 65 teachers each, serving 1509 and 1700 students respectively. Specific figures for each school are reported in Table 9.

The children attending these schools were predominantly from middle class families, but this was a modal figure and some schools showed a striking variation from it. Five of the elementary schools reported 50% or more of their students as having come from lower socio-economic status families, while only one elementary school reported more than half of its clientele as originating in families considered to be in the upper socio-economic strata. Eleven of the elementary schools reported half or more of their population as having come from middle class homes. For the three junior high schools on which data were available, middle class families predominated, but in one school there was an almost equal balance between middle and lower class families. Complete data are reported in Table 10.

As the socio-economic data suggest, the ethnic distribution among children in participating schools was preponderantly White Anglo-Saxon. Again, however, it is

Table 9

School Size and Personnel

District	School	Students	Teachers	Counselors	
				Full-Time	Part-Time
A	1 (Elem.)	920	28	0	0
	2 "	560	20	0	0
	3 (Jr. Hi.)	1078	38½	2	0
	4 "	1115	41	2	0
	5 "	1093	38	2	0
	6 "	(Data not currently available)			
B	1 (Elem.)	558	19	0	1
	2 "	400	14	0	1
	3 "	550	19	0	1
	4 (H.S.)	1700	62	4	0
C	1 (Elem.)	715	21	0	0
	2 "	910	28	0	0
D	1 (Elem.)	1006	29	0	1
	2 "	546	15	0	1
	3 "	1145	33	0	1
	4 "	1154	33	0	1
	5 "	1150	33	0	1
	6 "	765	22	0	1
	7 "	790	22	1	0
E	1 (H.S.)	1509	66	4	2
F	1 (Elem.)	1000	30	0	0
	2 "	423	15	0	1

Table 10

Socio-Economic Characteristics of Participating Schools

District	School	Percentage of Students Lower Class	Middle Class	Upper Class
A	1 (Elem.)	0	95	5
	2 "	55	45	0
	3 (Jr.Hi.)	5	95	0
	4 "	44	55	1
	5 "	4	95	1
	6 "	(Data not currently available)		
B	1 (Elem.)	50	50	0
	2 "	0	100	0
	3 "	70	30	0
	4 (H.S.)	19	80	1
C	1 (Elem.)	70	29	1
	2 "	15	85	0
D	1 (Elem.)	3	30	67
	2 "	5	90	5
	3 "	0	98	2
	4 "	12	85	3
	5 "	40	57	3
	6 "	30	60	10
	7 "	10	85	5
E	1 (H.S.)	45	30	25
F	1 (Elem.)	80	19	1
	2 "	10	90	0

necessary to point out that this was a central tendency and that some participating schools were comprised predominantly of non-White Anglo-Saxon students. There were two elementary schools where 50% or more of the population was a minority group, and one junior high school where this situation also obtained. The ethnic composition of the student body of each participating school is reported in Table 11.

The principals of participating schools were asked to estimate the relative favorableness of their constituent population towards schools and education in general. The predominant judgment of the principals in participating schools was in the "good" and "excellent" range. Again, however, there are notable exceptions. One elementary school reported that the attitude of 25% of the parents of children in that school was either "negative" or "poor" towards school and one participating high school reported the same proportion of negative and poor responses. It is interesting to note that in the latter case it was the school with the highest porportion of upper class families in the entire group of schools included in the sample. Eighteen out of the twenty-one schools on which these kinds of data were available indicate that "good" or "excellent" attitudes towards education characterize the parents of 75% or more of their constituent population. Complete data are reported in Table 12.

The schools included in the present sample represented a wide cross-section in terms of size, kinds of populations served, with respect to socio-economic and ethnic status, and attitudes of parents towards education. It should be emphasized that they did not represent all schools included in Phase One of the Project but only those on whom data were available at the time of the writing of this report. This includes the period up to the middle of the 1964 65 academic year.

Table 11

Ethnic Characteristics of Participating Schools

District	School	Percentage of Students			
		White-Anglo	Mexican	Negro	Oriental
A	1 (Elem.)	99	1	0	0
	2 "	50	45	5	0
	3 (Jr.Hi.)	95	4	0.5	0.5
	4 "	24	72	5	0
	5 "	95	4.5	0	0.5
	6 "	(Data not currently available)			
B	1 (Elem.)	90	5	4	1
	2 "	90	5	4	1
	3 "	85	10	4	1
	4 (H.S.)	94.4	5	0.4	0.2
C	1 (Elem.)	35	64	0	1
	2 "	89	10	0	1
D	1 (Elem.)	98	1	0	1
	2 "	98	2	0	0
	3 "	98	1	0	1
	4 "	99	0.3	0.2	0.5
	5 "	99	0.5	0	0.5
	6 "	98	1	0.5	0.5
	7 "	92	5	0	3
E	1 (H.S.)	78	10	10	2
F	1 (Elem.)	95	4	0	1
	2 "	93	5	0	2

Table 12

Attitudes of Parent Constituents Toward School

District	School	Negative %	Poor %	Fair %	Good %	Excellent %
A	1 (Elem.)	0	0	10	60	30
	2 "	5	20	40	30	5
	3 (Jr.Hi.)	0	1	4	45	50
	4 "	0	0	25	50	25
	5 "	0	1	10	64	25
	6	(Data not currently available)				
B	1 (Elem.)	2	3	5	80	10
	2 "	2	3	10	80	5
	3 "	2	3	10	80	5
	4 (H.S.)	0	5	5	20	70
C	1 (Elem.)	0	0	25	50	25
	2 "	1	2	22	70	5
D	1 (Elem.)	0	0	2	15	83
	2 "	0	0	5	75	20
	3 "	0	0	5	20	75
	4 "	0	0	0	30	70
	5 "	5	5	10	60	20
	6 "	0	0	2	10	88
	7 "	0	1	4	10	85
E	1 (H.S.)	20	5	50	25	0
F	1 (Elem.)	1	3	41	49	6
	2 "	0	2	13	45	40

Participating Consultants

A total of 41 consultants participated in Phase One of the Project. It is anticipated that approximately 50 consultants will be utilized during Phase Two, beginning in the Fall, 1965. The range of public school experience among these forty-one individuals was from 0 to 33 years with a median of approximately 10 years. The range of years of experience working in a pupil personnel specialty was from 0 to 10 years, with a median of three years in this kind of position. These figures suggest that the participating consultants were a relatively young group with substantial experience in public school work, but with relatively brief tenure in the pupil personnel field.

Represented among the 41 consultants are 35 advanced degrees distributed among 29 individuals. Two of these advanced degrees are doctorates, one an Ed.D. in Educational Psychology, the other a Ph.D. in Educational Psychology. The predominant degree is the MA in Guidance or Educational Psychology, with a sprinkling of MA's in Psychology and Administration. There are only a few M.Ed. degrees. The usual distinction between the MA and the M.Ed. is the completion of a thesis. The heavy preponderance of MA's over M.Ed.'s in this group suggests the possibility that this group has a research orientation which might have predisposed them to participate in the Project.

Almost the entire gammut of pupil personnel specializations is represented in this group. Those professions represented include counseling, school psychology and psychometry, school social work, child welfare and attendance, school nursing, and speech therapy. The most dominant specialization in this group is counseling, with 27 individuals reporting specialization in this area. Ten are qualified as School Psychologists or School Psychometrists; 3 as Social Workers; 2 as Child Welfare and Attendance workers; and 1 each as School Nurse and Speech Therapist. (The total number reported here will add to more than 41 since some individuals are qualified in more than one specialization.) These results are reported in Table 13.

Of particular interest to Project staff was the previous exposure of consultants to both the academic and practical aspects of group counseling. It was noted in the process of talking to various Directors of Personnel Services, Guidance Directors and Assistant Superintendents that in the 22 districts surveyed by Project staff for possible participation, not one reported any systematic small group work with students, teachers or parents. The reasons for this are not clear, but the fact is certainly reflected in statistics available even on this group. Of the total group, 29 out of 41 did have some academic background in group process. This tended to differ radically from one district to another, however. In district A, 90% of participating counselors had academic preparation in group work. In districts C and E, none of the participating counselors had had previous academic preparation. When asked whether they had had practicum experience in addition to theoretical exposure to group process 13, or one third, of the total group said "yes." Two-thirds had had no practicum experience whatsoever. When asked specifically if they had had actual experience in doing small group work with parents, 30 out of 41 indicated that they had had none. Of the remaining 11, seven were classified as having had "some" experience, and four were classified as having had "much" experience in this kind of activity. These figures clearly indicate, even among this select group, relatively little practical background in group process. This situation obviously emphasizes the need for the training workshops conducted by Project staff. Experience clearly indicated that it would have been impossible to find any substantial number of public school personnel with adequate academic and practical background in the kind of professional activity demanded of Project participants. These data are reported in Table 14.

TABLE 13

PARTICIPATING CONSULTANTS: GENERAL PROFESSIONAL BACKGROUND

Dist.	Consult.	Yrs. in Public Education	Yrs. as Pupil Personnel Spec.	Area of Specialization	Advanced Degrees
A	1	10	5	Counseling	MA (Sec. Ed.)
	2	27	7	"	MA (English)
	3	18	10	"	MA (Spanish)
	4	22	7	"	MA (Counseling)
	5	8	1	"	MA (Guid. & Coun.)
	6	10	2	"	MA (Counseling)
	7	18	1	"	MA (Counseling)
	8	5	0	Sch. Nursing	
	9	12½	6½	Counseling	
	10	33	0	Sch. Nursing	
	11	12½	5	Counseling	MA (Educ. & Admin. Service)
	12	0	0	School Psychometry	
	13	2½	2	Counseling	MA (Counseling)
	14	13	0	"	
	15	10	4	"	MA (Art Ed. & Counseling)
	16	0	0	Sch. Nursing	MA (Nurs. Serv. Admin.)
	17	22	10	Counseling	MA (Guidance
	18	19	9	"	MA (Ed. Admin. & EdD (Sec. Admin.)
	19	6	1	Counseling & Activ. Director	MA (Ed. Admin.)
	20	10	7	Counseling	MA (Guidance)
	21	3	1	" "	MA (Ed. Admin. & Guidance)
	22	15	10	"	MA (History)
	23	8	5	"	MA (Counseling)
B	1	10	5	Sch. Psych.	MA (Guidance)
	2	3	1	Counseling & Child W & A	
	3	2	2	Speech Consultant	
	4	10	7	Sch. Psych.	MA (Counseling)
	5	6	3	Counseling	MA (Guidance)
	6	8	3	"	MA Candidate - 1964
C	1	11	0	Psychometry	
	2	5	0	Counseling & Psychometry	
	3	9	3	Psychometry	MA (Guidance)
	4	12	3	Child W & A & Soc. Wkr.	

Dist.	Consult.	Yrs. in Public Education	Yrs. as Pupil Personnel Spec.	Area of Specialization	Advanced Degrees
D	1	16	6	Sch. Psych. & Counseling	MS (Educ) MA(Psych) PhD (Educ. Psych)
	2	13½	3½	Psychometry	MEd (Educ.)
	3	16	7	Counseling	MA (Psych) MA (Elem Sch. Admin.)
	4	14	7½	Sch. Psych.	MA (Guidance)
E	1	11	7	Counseling & Soc. Work	MSW (Social Work)
	2	9	8	Counseling & Psychometry	MEd (Education)
F	1	13	8	Sch. Psych.	MA (Educ. Psych)
	2	10	7	Sch. Psych.	MA (Psychology)

TABLE 14

PARTICIPATING CONSULTANTS: BACKGROUND IN GROUP PROCESS

DISTRICT	CONSULTANT	ACADEMIC THEORETICAL	ACADEMIC PRACTICUM	GROUP WORK WITH PARENTS
A	1	yes	yes	some
	2	yes	yes	none
	3	yes	no	none
	4	yes	no	none
	5	yes	yes	none
	6	yes	yes	none
	7	yes	no	none
	8	no	no	none
	9	yes	no	none
	10	no	no	none
	11	yes	yes	none
	12	yes	no	none
	13	yes	yes	none
	14	yes	yes	none
	15	yes	no	none
	16	yes	no	none
	17	yes	no	none
	18	yes	no	none
	19	yes	no	none
	20	yes	no	none
	21	yes	no	none
	22	yes	no	none
	23	yes	yes	some
B	1	no	no	some
	2	yes	yes	none
	3	yes	yes	much
	4	no	no	much
	5	yes	no	none
	6	no	no	none
C	1	no	no	none
	2	no	no	some
	3	no	no	some
	4	no	no	some
D	1	yes	yes	much
	2	no	no	some
	3	yes	yes	none
	4	no	no	some
E	1	no	no	much
	2	no	no	none
F	1	no	no	none
	2	yes	yes	none

While these data reveal a good deal about the Project consultants, it might be well to attempt to summarize their meaning, and also to add some subjective observations of Project staff members. It has already been remarked that there are some reasons to believe that the data reported here indicate research interests among this group, and that this in turn might have been a factor in their volunteering to participate. Their relative youth might also have been a factor in their participation since Project participation requires the investment of time and effort over and above the usual. More subjectively, Project staff have noted that this was a group of individualists. Most of them were not satisfied with the current status of affairs in pupil personnel services and did not hesitate to say so. They were interested in finding better ways to do things, and beyond that, interested in learning how to promote change within their own systems. Because they were innovative and energetic, they sometimes found it difficult to constrain their group work within the boundaries established by the Research Project. If they thought of a better way to do things than had been delineated by the existing design, some were prone to try it out, occasionally to the detriment of the design. They were very open to new ideas, flexible, and not easily threatened. Of real importance was the fact that they dealt effectively with authority and were not frighten by the representatives of authority. It is the opinion of the investigators that the self-selection of consultants which took place was of much greater importance in obtaining the high quality of individuals represented in this group than were the selective procedures employed by the investigators themselves.

Parent Participation

It should be reemphasized that figures reported in what follows are not complete, but represent conditions as they existed in the middle of 1964-65 academic year. All parents of first and seventh grade children, as well as the parents of entering high school students, were invited to participate in parent group discussions. The number of parents who signified interest in participating at the first grade level ranged from a low of 12% in one school to a high of 40% in another. In all schools, however, there was an attrition even before the first meeting was held. In the elementary schools this attrition approached 35% of those who had originally signified their intent to participate. Among the participating junior high schools on whom figures are currently being reported the proportion of parents who signified interest in participating ranged from a low of 8% in one school, to a high of 35% in another. It should be pointed out that in the school with the lowest proportion of parent response, there is a high percentage of Mexican-American families of low socio-economic status. Parenthetically, it might be stated here that the counselors were quite enthusiastic about this high and positive response and have indicated they think that they can achieve a still higher proportion in the coming year.

The attrition problem at the junior high school level was considerably more serious than at the elementary school level. In some cases, only one third of the parents who had said they would attend group sessions actually showed up for the first meeting.

Among the participating high schools, the lowest rate of initial intent to participate was 10%; the high was 27%. As was true at both the elementary and junior high school levels, attrition occurred prior to the first group discussion. However, this attrition was around 20% rather than the higher percentages found at both the elementary and junior high school levels. These parent response data are summarized in Table 15.

TABLE 15

INITIAL PARENT RESPONSE TO GROUP DISCUSSIONS

Dist.	School	Number of Parents Contacted	Number of Parents Indicating Intent to Attend	Total Number of Parents Present at First Group Meetings
A	1 (Elem)	318	119	85
	2 "	174	18	7
	3 (Jr.Hi.)	749	255	98
	4 "	660	57	23
	5 "	792	151	65
	6 "	578	(Data not currently available)	
B	1 (Elem)	97	22	15
	2 "	126	18	11
	3 "	73	16	8
	4 (H.S.)	266	56	34
C	1 (Elem)	170	14	9
	2 "	245	54	24
D	1 (Elem)	83	36	(Data not currently available)
	2 "	82	24	17
	3 "	186	83	(Data not currently available)
	4 "	188	45	34
	5 "	208	22	13
	6 "	119	25	14
	7 "	157	26	6
E	1 (H.S.)	773	194	52
F	1 (Elem)	127	23	5
	2 "	96	23	13

The existence of this pre-group attrition pointed up the need for a change in procedures. In the following year, changes will be of two general kinds. One will be an attempt to provide for a more personal contact between the group leader and parents prior to the first group session through use of additional mail and telephone contacts. The other will consist of inviting larger parent groups than are actually desired in anticipation that attrition will reduce groups to a more appropriate size.

Attrition approached 50% at the elementary school level _during_ the first four sessions. There was, however, almost no attrition between the first and second series. Figures are not yet available for attrition occurring between the first and second series.

Attrition figures on the junior high school groups are not currently available. At the high school level, there was about 40% attrition _during_ the first series of seven meetings. It should be made clear that attrition was being computed by comparing the number of people who attended the first session of a series with the number of parents who attended the last session. Thus, if 10 parents attended the first session, five parents attended the last session, the attrition rate would be 50%. If attrition were figured on the basis of _average attendance_ at each session, the attrition rate would be considerably lower. Attendance figures are reported in Table 16. Total number of groups formed is reported in Table 17.

Administrator, Consultant and Parent Reaction

Statements in this section should be accepted only on the most tentative basis. Objective data relative to the reactions of the major educational role groups have yet to be analyzed. The statements included here reflect information gleaned subjectively from participating consultants and administrators, and from perusal of a number of parent reactions to the group counseling.

TABLE 16

PARENT ATTENDANCE AT GROUP DISCUSSION SESSIONS

DISTRICT	SCHOOL	CONSULTANT	SERIES 1 Sessions (1)	SERIES 1 Sessions (2)	SERIES 1 Sessions (3)	SERIES 1 Sessions (4)	SERIES 2 Sessions (1)	SERIES 2 Sessions (2)	SERIES 2 Sessions (3)	SERIES 2 Sessions (4)	SERIES 3 Sessions (1)	SERIES 3 Sessions (2)	SERIES 3 Sessions (3)	SERIES 3 Sessions (4)
A	1 (Elem.)	2	10	10	8	2								
		2	2	4	4	2								
		4	11	8	7	4								
		4	5	5	4	5								
		8	10	7	6	5	5	5	8	9	6	9	9	9
		8	9	7	7	5	(Groups Combined)							
		10	5	3	4	2								
		10	6	7	3	2								
		13	11	10	10	10	5	6	4	3				
		13	9	5	3	1	(Groups Combined)							
		16	8	6	5	6	4	3	1					
	2 (Elem.)	7	7	7	7	6	3	1	1	2				
	3 (Jr. H.)	1	6	9	8	5	7	5	7	6	4	4	6	7
		5	2	1	(Gp. Combined)									
		9	7	6	5	3	2	(Groups Combined)						
		9	7	6	2	2	(Groups Combined)							
		11	6	15	14	11	1	1						
		15	10	11	10	9	1	2						
		15	11	7	9	7	3							
		15	15	12	12	7								
		15	8	7	9	6	6	2	9	8	5	6	2	0
		20	6	6	4	6	3	3	3	3				
		20	6	6	3	4	(Groups Combined)							
		20	4	-	-	-								
	4 (Jr. H.)	6	11	11	11	7	8	8	5	5	7	7	7	9
		18	12	10	9	7	9	5	6	7	(Gps. Combined)			
	5 (Jr. H.)	3	11	7	7	10	10	8	8	6	3	3	3	3
		12	9	8	7	9	1							
		12	8	4	5	6								
		14	11	8	9	5								
		14	6	6	2	1								
		21	10	7	5	4	8	6	3	3				
		21	10	6	6	5	(Groups Combined)							
	6 (Jr. H.)	17	13	14	15	11								

TABLE 16 (Continued)

PARENT ATTENDANCE AT GROUP DISCUSSION SESSIONS
(As of February 1, 1965)

DISTRICT	SCHOOL	CONSULTANT	SERIES 1 Sessions				SERIES 2 Sessions				SERIES 3 Sessions			
			(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
B	1, 2 & 3 (Elem.)	3	8	3	3	5	2	2	0	0				
		3	6	5	5	5	5	4	2	1				
		4	5	3	3	3								
		4	3	(Groups Combined)										
		6	8	8	5	2	2	2	4	2				
		6	4	5	2	3	(Groups Combined)							

DISTRICT	SCHOOL	CONSULTANT	SERIES 1 Sessions							SERIES 2 Sessions			
			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(1)	(2)	(3)	(4)
	4 (H.S.)	1	7	7	7	5	7	7	6				
		1	5	3	3	3	3	1	0				
		2	5	5	6	4	7	8	8				
		2	4	5	5	4	(Groups Combined)						
		5	11	9	6	4	6	6	4	9	7	10	7
		5	8	8	8	4	5	7	7	(Groups Combined)			

DISTRICT	SCHOOL	CONSULTANT	SERIES 1 Sessions				SERIES 2 Sessions				SERIES 3 Sessions			
			(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
C	1 (Elem.)	1	5	2	1	0								
		4	4	4	5	0								
	2 (Elem.)	3	7	7	5	2								
		3	5	4	3	5								
		2	8	5	2	2	7	10	5	7	6	6	7	6
		2	4	4	5	3	(Groups Combined)							
D	1 (Elem.)	(Data not currently available)												
	2 (Elem.)	4	12	12	11	10								
		4	5	4	5	2								
	3 (Elem.)	(Data not currently available												
	4 (Elem.)	1	9	8	6	9	6	5	5	4	18	13	15	13
		1	13	12	13	12	9	11	8	8	(Groups Combined)			
		1	7	5	7	6	7	3	3	0				
		1	5	5	4	2	(Groups Combined)							

TABLE 16 (Continued)

PARENT ATTENDANCE AT GROUP DISCUSSION SESSIONS
(As of February 1, 1965)

DISTRICT	SCHOOL	CONSULTANT	SERIES 1 Sessions				SERIES 2 Sessions				SERIES 3 Sessions			
			(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
D	5 (Elem.)	4	9	9	9	2	12	8	6	9				
		4	4	4	3	2	(Groups Combined)							
	6 (Elem.)	2	6	6	4	3								
		2	8	6	4	4								
	7 (Elem.)	3	3	4	3	1	3	3	4	3				
		3	2	3	3	1	(Groups Combined)							

DISTRICT	SCHOOL	CONSULTANT	SERIES 1 Sessions						
			(1)	(2)	(3)	(4)	(5)	(6)	(7)
E	1 (H.S.)	1	5	6	7	5	0	4	5
		1	9	4	8	5	6	3	6
		1	8	10	11	11	7	8	8
		1	2	5	4	4	3	3	3
		2	11	9	5	6	6	3	4
		2	6	4	4	4	2	4	4
		2	7	3	4	4	3	6	3
		2	4	2	(Groups Combined)				

DISTRICT	SCHOOL	CONSULTANT	SERIES 1 Sessions				SERIES 2 Sessions				SERIES 3 Sessions			
			(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
F	1 (Elem.)	2	5	3	2	2								
	2 (Elem.)	1	7	8	2	6	9	7	3	3				
		1	6	6	6	2	(Groups Combined)							

TABLE 17

NUMBER OF DISCUSSION GROUPS FORMED
(As of February 1, 1965)

District	Number of Schools	Number of Counselors	Number of Groups Initiated
A (Elem)	2	7	12
(Jr. H.)	4	13	22
B (Elem)	3	3	6
(H.S.)	1	3	6
C (Elem)	2	4	6
D (Elem)	75	4	12
E (H.S.)	1	2	8
F (Elem)	2	2	3

Self-selection occured not only among consultants but also with respect to those principals who elected to commit their support and their schools to participation in the Project. One major reason for the decision of any administrator not to participate in the Project was that he was already heavily committed to other experimental and innovative programs. Another reason for electing not to participate appeared to be a concern about upsetting the status-quo. The Project Director and Associate Director had many opportunities to talk with principals, some of whom eventually elected to work with the Project, others whom elected not to. It was our observation that general anxiety was a prime factor in the decision of many principals to stay out of the Project. Sometimes this anxiety appeared to focus on a rather generalized fear of developing closer association with parents, at other times it was an anxiety with respect to the competence of guidance workers to do the kind of thing proposed. One Director of Pupil Personnel Services flatly took the position that he would not dare turn his high school counselors loose on parents because they were not competent to do this kind of thing and would create a very bad situation between the school and parents.

The reasons for administrator interest in participating in the Project were also various. There seemed to be two general reasons, however. The first, and least desirable from the point of view of Project staff, was administrator concern about public relations. Such administrators saw this approach to guidance services as a gimmick to improve their relationships with their parent clientele, rather than as a device which would ultimately help children to learn more effectively. The second reason was that some administrators were dissatisfied with current guidance procedures and said, in so many words, that there was a need to try new approaches in order to make guidance practices more effective.

It was easily discernible at the outset that among principals of participating schools there were gross differences with respect to their attitudes toward the parent discussion groups. Those who were somewhat uneasy at the outset appeared to be still uneasy after half a year of experience. The reasons for their uneasiness did not, in the opinion of the investigators, stem from any incidents which had occurred relative to participation in the Project, but rather from their uncertainty as to what was likely to happen as a result of this program. The fact that _no_ negative incidents have occurred in any of the participating schools, and that there has been _no_ negative reaction, either organized or unorganized, toward the parent groups themselves, had apparently not served to lessen their fears. These individuals did not appear to have changed basically in their outlook. It seemed probable, however, that nearly all of them will want to continue their participation in the Project next year.

Among those principals who were not uneasy initially there did appear to have been an attitude shift. Where at the outset they had been mildly approving of the idea, they now appeared to be enthusiastic. In addition, in the larger participating districts there are numbers of administrators who have heard about the Project and who want to be included in it. (Unfortunately, it will not be possible to accommodate most of them.)

Consultant interest in the Project appears to have been generally heightened as a result of their experience with parent groups this year. In not one instance is a consultant dropping out of the Project due to lack of interest. While some consultants will not continue next year, this is due in two cases to the fact that their district is dropping from the Project and, in two other cases, that the consultants are dropping out of the Project for personal reasons.

At the outset, while there must necessarily have been a certain amount of interest for these consultants to volunteer their services, there was at the same time a certain tentativeness as a group. Now, they are much less tentative and seem strongly committed to the basic purposes of the Project. They are generally outspoken in their support of the worth of parent group counseling as they have experienced it this year.

Anything that might be said about reactions of parents must be considered even more tentative than that which has been said about administrative and consultant reaction. Project staff have at least had opportunity for first hand contact with administrators and counselors while with parents this has not been the case. Subjective reaction on the Post-Series Reaction Sheet and verbal consultant reports indicated that parent reaction was generally favorable. As might be anticipated, parent reaction ranges all the way from the mildly favorable to the highly enthusiastic. The general impression expressed on most Post-Series Reaction Sheets might be most appropriately characterized as "highly favorable." Parents appreciated the school's efforts in their behalf and felt that it had been a generally worthwhile experience for them. They tended to be less sure whether or not specific attitudinal or behavioral changes had occurred, although there were some cases where parents were able to document what appeared to be rather significant behavior changes in themselves.

Conclusion

These preliminary findings, although primarily actuarial in nature and not complete in any sense of the word, nevertheless provide some cause for optimism relative to the model upon which the study is based. At the outset there was no way of predicting whether parents would even respond to such an invitation since systematic group counseling with parents had not been carried out by pupil personnel specialists in any district contacted as a part of their normal function. Personnel in participating districts were unable even to estimate the kind of response that would be forthcoming. These results indicate that the approach is feasible both from the point of view of the pupil personnel specialist and the degree of parent participation.

It should be pointed out that the Project is also having other outcomes. One of the larger participating districts is moving already in the direction of building parent discussion groups into their regular personnel program. In addition, at least five other districts in California which are not participating in the program have become aware of the approach being utilized by the Guidance Research Project and these districts have, on their own initiative, undertaken to restructure their pupil personnel programs around the basic principles established in the present Project. While this might be considered a somewhat premature action for these districts to take, it nevertheless gives some indication of the effect that the present Project is already having on on-going guidance programs.

CHAPTER VII

RESEARCH PLANS FOR THE THIRD PROJECT YEAR

The Parent Group Series

Research plans for the third Project year, 1965-66, (actually the second year of data collection) include continuation of the parent group discussion meetings in all participating schools. Slight procedural modifications will be necessary in order to rectify problems discovered during the present year. Chief among these changes will be the fact that all data from parents participating in the group discussions will be collected from them personally during group discussion meetings. The first meeting of the first series at all levels will be utilized for this purpose. This will necessitate adding an extra session to the first series at the elementary and junior high levels. Parents will be informed of the reasons for data collection, and of the fact that the school is interested in finding out whether there is any real merit in carrying out group discussions. While no parent, of course, will be forced to complete data collection procedures as a condition of participation in the group discussions, the fullest possible explanation of the purpose will be to provided to them, the confidentiality of all responses will be stressed and the strongest possible encouragement, short of making completion of the instruments a requirement of group participation, will be employed.

The Teacher Group Series

In addition to the parent discussion groups, all participating schools will also initiate teacher discussion groups. Teacher discussion groups will include two series of five meetings each. The first series of teacher discussion groups will be initiated in the fall, not longer than four weeks after the beginning of the first parent discussion series. The second series of teacher meetings will be initiated in the spring, within four weeks after the beginning of the second semester. All teacher participation will be voluntary, but it is expected that strong administrative endorsement will be given to such participation. Members of the Project staff will do everything possible to assist consultants in local school districts to obtain such support, including conferences with principals if this is desired by the consultant.

Consultants for Teacher Groups

There will be a relatively small number of consultants who will be participating in the Project for the first time this year. In view of their probable inexperience in group work and their lack of previous contact with the Project, first year consultants will not work with teacher groups unless no other arrangement is administratively possible. In any case in which it is necessary to use a first year consultant to conduct teacher groups, such action will be taken only after direct conference with the Project Director. In order to facilitate discussion, consultants working with teacher groups will not be full time or regular members of the particular school staff where teacher consultation is being carried out, unless no other arrangement is administratively possible. In any case in which such a regular member of the school staff must be utilized to lead teacher groups, specific clearance must be obtained first from the Project Director.

Organizing Teacher Groups

Local school administrators must give permission for Project consultants to meet with their faculties on a minimum of two occasions. The first meeting will occur before parent group discussions are begun. The purpose of this meeting will be to inform faculty about parent group discussions and their general purpose. Every effort will be made by the consultant to assist faculty to understand that the basic focus of these parent group discussions is to help children learn more effectively in school through attempting to create more favorable attitudes among parents. It should be emphasized by the consultant that parent group discussions are not just for the parents of problem children, but are for all parents. The instruments for evaluating the teacher group series (discussed later in this chapter) will be administered at this meeting.

The second meeting of the consultant with the school faculty should occur two to four weeks after initiation of parent group discussions. The purpose of the second meeting will be to report to the faculty general kinds of information coming out of the parent group discussions that would conceivably be of interest to teaching faculty and to invite teachers to participate in the first teacher group series. Information to be presented might include concerns of the parents about their children's learning, general kinds of parents participating in the group, social or economic factors characteristic of the parent group that have relevance for their children's ability to learn or for motivation of children to learn, etc. In order to accomplish this purpose effectively, it is necessary that consultants who work with teacher groups also carry at least one parent group concurrently.

It will probably be necessary to utilize a substantial part of a faculty meeting for both of the purposes cited above. Strong administrative endorsement of both the parent group discussions and teacher group discussions should be plainly provided. As many additional meetings of the consultant with the faculty may be held as are deemed appropriate by the building principal and the consultant. These two meetings are designated as a minimum.

It is, of course, impossible to predict what the overall proportion of teacher response will be, but it is highly probable that, as was the case with parents, there will be a differential rate of response from different schools. Because it is impossible to predict the proportion of response, it will be necessary to allow for the contingency that in some schools too few teachers may volunteer to participate to permit the formation of an effective group. If in any given school this situation should arise, the interested teachers should have the opportunity of participating in teacher discussion groups in combination with faculty members from other schools. Arrangements as to time and place are of no consequence to the Project design and will be matters subject to local convenience.

The matter of group size may depend in part on local circumstances, therefore, no rigid attempts will be made to control this. A minimum group size for effectiveness will probably be around eight persons, and a maximum size will be around fifteen. It is assumed that it will be possible to work effectively with smaller teacher groups than was true of parent groups.

The Responsibility of the Teacher Group Leader

Teacher discussion groups will be handled by group leaders in accordance with the same general procedures employed in the parent discussion groups. The meetings will not be didactic, but will provide an opportunity for teachers to discuss with one another basic issues of general concern to them in their professional life. Of course, the group discussion leader will not always be able to completely avoid the didactic role and there may be times when information giving may become a proper part of his counseling function. Information-giving is not, however, his primary function. He is to act as a facilitator of discussion in a non-judgemental atmosphere.

Because most participating teachers will not have had this kind of experience previously, it may be necessary for the consultant to provide some structure, particularly in the early sessions. Such structure should consist of a wide range of suggestions as to what participants might like to talk about, and of setting the stage for a non-didactic group discussion. The workshop will provide more specific assistance on this particular topic.

Teacher Group Topics

The issue of what might be discussed in teacher group meetings will be of importance in two specific places. The first of these will be in the faculty meeting where teachers are offered the opportunity to participate in such discussions. It is critical that they perceive this opportunity as something of potential value, and not as just another form of "in-service training." The second point at which the question of topics will assume some importance is in the initial teacher group meeting when there will be some concern as to "what this is all about." At both times it should be emphasized that the concern of these group discussions is to provide an opportunity for teachers to sit down with one another and to discuss professional problems which are of importance to them, and not the problems which someone else (such as a college professor or school administrator) think are of importance. The specific mode of operation of groups should be left open, and it is highly probable that a wide variation among different groups will be found. Some may elect to employ a case study approach as a fairly safe way of getting off the ground, while other groups may find it possible to launch rather quickly into full-fledged group discussion of pertinent personal problems related to the teaching function.

It seems best to suggest a wide range of possible topics varying from the relatively "safe" to topics which are more personal in nature and then allow the group to proceed in its own fashion. Examples of possible topics include the following:

1. Evaluating the outcomes of instruction
    (a) It should be made clear that this topic does not relate to any judgements about teachers for administrative purposes, and that the only purpose of embarking upon such a discussion would be to assist teachers in more accurately and effectively knowing whether or not they have accomplished their own instructional objectives and with what students they have succeeded and to what degree.
2. Making effective referrals to guidance staff
3. The classroom environment and its influence on learning
4. Curriculum problems related to student characteristics and needs.
5. Discussion of special behavior problems
    (a) Teachers could be given an opportunity to discuss either specific children or specific kinds of behavior problems occuring in their classes which interfere with the provision of an adequate learning environment. The case study approach might be used either formally or informally if this direction is taken.
6. Dealing with specific learning problems
    (a) Teachers might approach the question of how to deal adequately with children whose skills in basic tool subjects are inadequate, either in terms of providing an adequate learning situation for such students whose abilities are limited or in providing remedial help for students capable of improving deficient skills.
7. Examination of special social, economic and/or cultural problems existing in a particular school population that have significance for teaching.
8. Dealing with problems of student motivation
    (a) The general problem of motivation as it applies to all students
    (b) Academic underachievement

(c) Potential dropouts

(d) Truancy and/or tardiness

9. Discipline and classroom management

   (a) The group may wish to take up either specific problems they have in dealing with certain individual children, or may elect to discuss the general problem of discipline and its relationship to learning; or they may elect to work at both topics more or less simultaneously.

10. Working effectively with parents

   (a) This is an area that many teachers find difficult. They are sometimes disposed to be defensive with parents, even where such defensiveness is not appropriate to the situation. They may be able to gain a great deal from each other and also may be able to examine the reasons for their defensiveness, if they incline in this direction.

11. Teacher behavior and effective teaching

   (a) Teachers may at some point in the discussions elect to look at their own behavior and its relationship to the effectiveness of their teaching.

The above topics exhibit a general order beginning with the relatively impersonal and moving in the direction of dealing with more personal kinds of issues. It is impossible to predict what will happen in any given group, but it does not seem inappropriate to assume that, if a normal course of events is followed in the group discussions, teachers may begin by dealing with relatively impersonal kinds of topics, eventually approaching more personal issues. It should be pointed out, however, that the focus in group discussions, even when dealing with such relatively impersonal issues as the evaluation of classroom instruction, will be upon the individuals in the group. Complaints about administrative policy, the lack of interest of parents in their children, the poor job done by a preceding school level, or other matters not within the ability of the individuals in the group to change will **not** be appropriate topics for extended discussion.

The Assessment of Outcomes

To measure outcomes of the teacher group series, it will be necessary to attempt to assess not only children's performance in school, but also the attitudes of participating and non-participating teachers towards guidance in general, towards their experience as group participants, and towards certain educational procedures. In addition, it will be necessary to obtain samples of teacher performance in order to determine whether their participation in groups has had any significant effect on their teaching behavior. The following instruments will be used with all teachers, both participating and non-participating, in schools cooperating with the Project:

1. The School Opinion Survey (Form C)
2. Educator's Professional Inventory
    (a) This scale includes questions attempting to get at teacher grading practices, teacher attitudes toward guidance, and self-ratings with respect to various teacher functions.

Teachers in each participating school will be asked in addition to complete either the Minnesota Teacher Attitude Inventory (MTAI), or a a standardized case study.

Evidence of changes in certain teacher behavior available in records will be utilized, including rate of referral of students to guidance and other specialized personnel, kinds of referrals made, and changes in grade point average from the first to the last marking period during the 1965-66 academic year. In addition, supervisor ratings will be utilized where possible.

All instruments will be completed by teachers in participating schools prior to the beginning of the teacher group series in the fall, and following the completion of the teacher group series in the spring. It should be emphasized that responses are required from all teachers in participating schools, participants and non-participants alike. Every attempt will be made to guard the confidentiality of individual teachers' responses. Data will be collected during a faculty meeting. Each teacher will be provided with an envelope in which to seal his responses. These sealed envelopes will then be returned directly to the consultant (or, if preferable, to one of the teachers themselves), before the end of that particular meeting, who will immediately transmit them, unopened, to the Research Center so that no data can become lost. It will be necessary for teachers to place their names on all forms, but they should be assured that no one in the district, including the consultant, will know what the responses of a specific individual teacher have been. They can also be assured that their individual responses will be of no interest to members of the Research Center who will process the data. With these assurances and with strong administrative endorsement and support, it is hoped that there will be no hinderance to appropriate and consistent teacher cooperation with the total research effort.

APPENDIX "A"

TOTAL PROJECT SCHEDULE

TOTAL PROJECT SCHEDULE

1. First Project Year (September, 1963 - August, 1964)

   The first year of the Project was devoted to Project planning and personnel training, according to the below listed phases:

   A. Hiring staff (September, 1963)
   B. Perfecting design, developing instruments, contacting and selecting school personnel (October, 1963 - August, 1964)
   C. Workshops (June, 1964 - August, 1964)

2. Second Project Year (September, 1964 - August, 1965)

   The second Project year (actually the first year of experimental work in the schools) was conducted in the following phases:

   A. Preliminary consultation with participants (September, 1964)
   B. Initial pre-data collection (October,- December, 1964)
   C. Parent group series (October, 1964 - May, 1965)
   D. First post-data collection (May - June, 1965)
   E. Data analysis and writing (June - August, 1965)
   F. Workshops (April - May, 1965)

3. Third Project Year (September, 1965 - August, 1966)

   The third Project year (second year of experimental work in the schools) will carry out these phases:

   A. Preliminary consultation with participants (September, 1965)
   B. Initial pre-data collection for new samples (October - December, 1965)
   C. Parent group series (October, 1965 - May, 1966)
   D. Teacher group series (October, 1965 - May, 1966)

APPENDIX "A" (Continued...)

E. Second post-data collection (May, 1966)

F. Data analysis and writing (June - August, 1966)

4. Fourth Project Year (September, 1966 - October, 1967)

The fourth Project year will begin with the third year of actual work the schools, and conclude with the final data analysis and report writing. Only limited work in schools will take place during this year. The following phases are foreseen:

A. Data analysis and writing (September, 1966 - October, 1967)

B. Environmental studies, utilizing School Opinion Survey (September, 1966 - October, 1967)

APPENDIX "B"

PARTICIPANT APPLICATION FORMS

(1) School Application For Participation
in the UCLA Guidance Research Project

(2) Individual Pupil Personnel Specialist Application
For Participation in UCLA Guidance Research Project

SCHOOL APPLICATION FOR PARTICIPATION IN THE UCLA GUIDANCE RESEARCH PROJECT

(To Be Completed by Head Counselor)

1. Name of person completing this form________________________________

2. School__________________ 3. District____________________

4. Has appropriate administrative approval been obtained for participation in the project?______

5. Number of full-time pupil personnel specialists on staff?________

6. Number of part-time pupil personnel specialists on staff?________

7. Total number of full-time equivalent counseling positions?________

8. Pupil-counselor ratio in your school?________

(Computed on basis full-time equivalent counseling positions)

9. Estimated size of entering class, Fall, 1964?________

10. Number of teachers on your staff?________

11. Number of pupil personnel specialists who desire to participate in project?

________. Have all of these counselors completed application forms?_____

12. Please give the percent of time spent by your total staff during the regular school year on the following activities. If you do not have factual information, please give the best approximation you can. The total should add to 100%.

12.	Direct contact with students	____
13.	Direct contact with teachers	____
14.	Direct contact with parents	____
15.	Administrative and clerical	____
16.	Testing activities (Not including interpretation)	____
17.	Programming (Not including contact aspects)	____
18.	Other (please specify)	____

Form S 100

19. Has your staff engaged in group work with students?________

20. Has your staff engaged in group work with teachers?________

21. Has your staff engaged in group work with parents?_________

22. If the answer to one or more of the above (19, 20 or 21) was "yes", please outline details below.

23. What is the attitude of your faculty toward the pupil personnel services program? Please describe in your own terms.

24. Will it be possible to make the proposed parent counseling a part of the regular load of participating counselors for the next year (that is, to lighten their load in other areas of work)?_______________________

25. Would you anticipate serious negative reactions to the parent discussion groups from parents or pressure groups?__________

If yes, please explain.

B (2) 1

INDIVIDUAL PUPIL PERSONNEL SPECIALIST APPLICATION
FOR
PARTICIPATION IN UCLA GUIDANCE RESEARCH PROJECT

1. Name____

2. Pupil personnel specialization in ____
(Counselor, social worker, etc.)

3. School________________________________ 4. District______________________

5. Years of experience in public education_________

6. Years of experience as pupil personnel specialist_________

7. PUBLIC SCHOOL HISTORY

From Yr/Mo	To Yr/Mo	School	Address	Job Responsibility

Form P 100

8. **Academic Background**

College or University	Years of Attendance	Major	Degree and/or Credential	Yr/Mo Granted

9. Have you had an academic course which was devoted primarily to group counseling and group procedures?______________

10. Did it include a practicum?

11. Have you had experience in group counseling?______

If yes, please detail the nature and extent of this experience.

12. Do you hold a clear California Pupil Personnel Services Credential?_________

13. What specialty (ies)____

____

14. How would you rate your interest in participating in the present project?

Just moderately interested ____

Very interested ____

Enthusiastic ____

APPENDIX "C"

WORKSHOP SCHEDULES AND LITERATURE

(1) Albuquerque Area Workshop Schedule

(2) Los Angeles Area Workshop Schedule

(3) Exploring the Educational Environment

(4) The Use of Group Procedures in the Schools

(5) Getting Acquainted in a New Group

(6) Beginning the First Group Session

ALBUQUERQUE AREA WORKSHOP SCHEDULE

April 29

4:00 - 6:00 p.m.	Arrival and check in
6:30 - 7:30 p.m.	Dinner
7:30 - 9:00 p.m.	General Session 1. General Workshop plans 2. Feedback of preliminary findings 3. New counselor involvement

April 30

7:30 a.m.	Breakfast
9:00 - 9:15 a.m.	General Session (a) Explanation of writing task to 1964-65 consultants
9:15 - 11:15 a.m.	Small groups (a) 1964-65 consultants off to write (b) New consultants and principals (1) Rationale of Project (2) Introduction to group counseling
11:15 - 12:00	General Session (a) Reactions of 1964-65 consultants to their experience in the Project
12:15 - 1:30 p.m.	Lunch
1:30 - 5:00 p.m.	Small groups (2) (a) Feeding back information on parent groups to teachers (b) Obtaining teacher involvement in groups (c) The first group counseling session (1) With teachers (2) With parents
6:30 p.m.	Dinner
8:00 - 9:30 p.m.	Small groups (2) (a) Group process: problems of dealing with teacher and parent groups (1) Prevention of intellectualization (2) Problem of dominant group members (3) Handling silences

May 1

7:30 a.m.	Breakfast
9:00 - 12:00	General session (a) Group process: miscellaneous problems and concerns (b) Research procedures (1) Data collection (2) Procedural changes for 1965-66
12:15 p.m.	Lunch

LOS ANGELES AREA WORKSHOP SCHEDULE

May 12		
	4:00 - 6:00 p.m.	Arrival and check in
	6:00 - 7:30 p.m.	Dinner
	7:30 - 9:00 p.m.	General Session 1. General plans for Workshop 2. Feedback of preliminary findings to consultants 3. Involvement of new counselors
May 13	7:30 - 8:30 a.m.	Breakfast
	9:00 - 9:15 a.m.	General Session (a) Explanation of writing task to 1964-65 consultants
	9:15 - 11:15 a.m.	Small Groups (a) 1964-65 consultants off to write (b) New consultants (1) Rationale of Project (2) Introduction to group counseling
	11:15 - 12:00 p.m.	General Session (a) Reactions of 1964-65 consultants to their experience in the Project
	12:15 - 1:30 p.m.	Lunch
	1:30 - 5:00 p.m.	General Session (a) Feeding back information on parent groups to teacher (b) Obtaining teacher involvement in groups (c) The first session (1) With teachers (2) With parents
	6:00 p.m.	Dinner

Evening Open

May 14

7:30 - 8:30 a.m.	Breakfast
9:00 - 12:00	General Session
	(a) Group process: problems of dealing with teacher and parent groups
	(1) Prevention of intellectualization (2) Problem of dominant group members (3) Handling silences (4) Other interests of Project consultants
12:00 - 1:30 p.m.	Lunch
1:30 - 5:00 p.m.	General Session
	(a) Problems of dealing with teacher and parent groups (continued)
	(1) Issues raised by participating consultants
6:00 p.m.	Dinner
	Evening Open

May 15

7:30 - 8:30 a.m.	Breakfast
9:00 - 12:00	General Session
	(a) Research procedures
	(1) Data collection (2) Procedural changes for 1965-66
12:00 - 1:00 p.m.	Lunch

EXPLORING THE EDUCATIONAL ENVIRONMENT

An Address Delivered to the 91st Annual Forum
of the National Conference on Social Welfare

By
John K. Tuel, Ph.D.

Associate Director and Research Coordinator
IRCOPPS Regional Research Center
University of California, Los Angeles

The last century has witnessed profound changes in the philosophy and techniques of education. The movements from an agricultural to an industrial society, from rural to urban population balance, from marked isolationism to pronounced international involvement, together with their correlative trends, have acted to remold public education in many respects. Changing philosophies of higher education have tended to percolate down to secondary and elementary schools with consequent modification of their objectives and techniques. The public school has found itself increasingly responsible for important child training functions once performed by the home; the school having been awarded these roles, as it were, by default on the part of the home and community. During this same period, the public school has had to face the growing challenge of providing education for all, instead of only for those who could meet strict requirements or who were interested in an education beyond the eighth grade. The American school could not be content with the European pattern of "education for the qualified." The school found it necessary to take pupils, qualified or not, and to try to give them the kind of education modern society demanded.

With such far reaching changes has come an immensely increasing complexity of what may be termed "educational environment." No longer is the child's academic educational environment bounded by the four walls of the one-room school house, where one versatile woman performed as best she could the functions of teacher, counselor, principal, nurse, social worker, and custodian. No longer is his peer group much like his large family at home or his parents or neighbors likely to be members of the school board. The impersonality, rapid pace, and competitive values of modern society have changed the scene completely.

What have been the effects of these radical developments? What changes have occurred in the attitudes of parents toward education and the school? What are the characteristics of the general educational environment in typical schools today? What implications has the concept of "educational environment" for modern guidance programs? What is the impact of this environment on such perennial school problems as drop-outs, underachievement, chronic disciplinary cases, truancy, tardiness, and teacher dissatisfaction - to mention but a few.

A review of recent literature reveals a surprising dearth of well conceived and executed research on the general educational environment. Here and there are studies of a specific aspect of it, or of special groups of exceptional children within it. But, comprehensive investigations are conspicuous by their absence. An important research vacuum clearly exists.

As is so frequently the case in research, a paucity of sound and meaningful investigations is symptomatic of a deficiency or complete lack of an adequate theoretical model which can define the field of interest, generate testable hypotheses, standardize special terminology, and relate concepts to one another and to those of other disciplines as well.

Having indicated the difficulty of the task, it is with some trepidation that I here attempt to outline a general model for the study of the educational environment. It would seem appropriate to begin with a suggested definition:

The educational environment, or "climate of learning," may be defined as that part of the total objective environment which more or less directly influences a student's academic learning. (Were that part included which indirectly influences learning, very little, if any, of the total affective environment could be excluded.) This educational environment may be visually expressed through the spatial construct of several concentric spheres of influence impinging upon the individual student. With each widening sphere, the influence exerted on the individual learner tends to be increasingly diffuse; but, on the other hand, this influence extends to a greater and greater proportion of the population. Thus, while the primary level affects only one person directly, the ultimate level influences all.

The primary sphere of the educational environment is, of course, the "self" or "intrapersonal environment." This central sphere is composed of the individual philosophy of life, personal values, life goals or objectives, characteristic social techniques, and behavior patterns for dealing with life situations. Enmeshed with these are the individual's self-regarding attitudes or "self-concept" and his weltanschauung or world concept. The self is, of course, to some ways of thinking, not an aspect of the "environment" at all. It is the special sphere of the clinical, idiographic, case study approach to human behavior.

At the core of the outer environment, especially from a developmental point of view, is the home. This sphere is mediated primarily by the parents and secondarily by whatever siblings may share the home with the subject. The importance of the home as a part of the educational environment, although given varying degrees of lip-service by educators, has largely been overlooked in practice. For a number of educators, parents and the home have been seen only as obstacles to the aims of education and scapegoats for its failures.

Traditionally, the school has been able to do little about the home conditions of its charges, although these home conditions and attitudes have long been recognized to exert a powerful, probably the most powerful, influence on the child's school learning. Thus, the school's chief effort toward improving the home aspects of the educational environment has often been to train the next generation of parents in the fond hope, often disappointed, that they would bring about the needed improvements when they themselves eventually established their own homes. Some schools, however, not willing to wait a generation for a "bird in the bush," have instituted parent education programs, attempted to vitalize the PTA, or worked through social service agencies toward home educational environment improvement. Yet, unfortunately, many school people persist in harboring a rather distorted conception of most parents' real attitudes toward education. In summary, the possibilities for more extended interaction between the home and school still represent a vast, unexplored wilderness, inviting the intrepid (we hope not foolhardy) researcher.

The third sphere in our model, and the ultimate focus of the educational environment to the layman, is the classroom. This sphere is mediated primarily by the teacher and secondarily by the classmates of the subject. The parallels between home and the classroom are easily seen. The differences are often overlooked. It is here, in the classroom, that the bulk of previous educational research has been conducted. This is with good reason. The classroon is obviously the major center of school learning and it is the classroom teacher and classroom peers who in the early grades exert a powerful influence on budding attitudes and work habits. Research in this area has tended to focus on techniques, rather than on attitudes, values, objectives, and areas of tension, which, though more illusive, are nontheless major determinants of the educational environment.

Supraordinal to the classroom lies the sphere of the school as a whole, mediated by the principal and his staff, on the one hand, and the student body on the other. The degree of integrity of the school, of course, varies considerably from school to school, some schools having a high degree of esprit de corps and organizational identity, and some being fragmented into several more or less competing camps. The strong identity of the former and even the relative lack of identity of the latter type of school clearly contribute their influence to the general educational environment. Thus, it is clear that the school as a whole, apart from the classroom, exerts its own influence upon the educational environment. It would seem logical to believe that the proportionate influence of this school-wide gestalt should increase at the secondary level, with a decrease in the force of the individual classroom. Such a shift of power should widen the role in the educational lives of individual students of the school-wide officers (e.g., principal, vice principals, deans, counselors) and the faculty as a whole, at the expense of the individual classroom teacher (and perhaps to the detriment of the subject matter and marks with which the individual teacher remains identified). The influence of a wider group of peers and of the extra-curriculum also becomes prominent at this secondary level. Furthermore, especially in grades eleven and twelve, the influence of out-of-school peers (e.g., drop-outs) may become a significant vector in the educational environment of many students.

Except in very small districts, the school is only a segment of the total educational environment encompassed by the district. Districts differ widely among themselves with respect to such factors as the wealth, status, and stability of their associated communities, the educational sophistication of their governing boards, their administrative authority structures, and the strength of their chief administrators. Although the influence of these district-wide factors on the educational environment of the individual student may seem remote, it may often be pervasive yet subtle and difficult to assess. This complexity has probably often discouraged investigation and, consequently, a real research need continues to exist at the district level.

Beyond the district may be found the region, a sphere more difficult to define since few, if any, distinct boundaries exist. Yet, unclear as regional boundaries may be, the characteristic attitudinal distinctions among regions, such as the South, New England, and the West, are matters of common knowledge. Regional differences in education have been given considerable publicity in recent years, especially since they are inextricably bound up with arguments pro and con federal aid to education and other political issues. Such differences in educational environment and their effects upon school learning would seem worthy of intensive study. It is apparent that a significant research vacuum exists in this area.

It might seem unnecessary to some to extend the environment model to the national level. However, the influence of the overall national sphere of the educational environment, especially from a comparitive point of view should definitely not be overlooked. No informed person would deny that profound differences in educational philosophy and objectives exist between the United States and other nations. The unique character of American education is widely recognized. Yet, the specific effects of this national sphere of the educational environment remain to be fully described.

The ultimate and all embracing level of the educational environment model is the sphere ofour contemporary world. In describing the world environment we must seek some index of comparison, and, lacking any contemporary sister world, our only recourse is historical analysis. The general educational affects of living at this time in human history, as compared to other eras, should not be ignored in any comprehensive study of the educational environment.

The model of the educational environment outlined thus far would be insufficiently precise were we to content ourselves with a delineation of the levels or "scope dimension" alone. It is necessary to add a second important dimension to the model. This dimension extends from the idea plane to the behavioral plane and might thus be called the "materialization dimension."

At the idea pole we find the plane of philosophy. This may represent an individual philosophy of life, however embryonic, a philosophy characteristic of a certain home, or a seasoned national philosphy. To the measure of its maturity, such a philosphy relates the various aspects of life to a reasoned whole. It posits certain assumptions about the ground of being, the nature and destiny of man, the nature of truth and how it may be known. Profound differences of opinion regarding these matters may be found from individual to individual and from nation to nation. If the results of preliminary research by this investigator may be credited, the philosophical signatures of most individuals may be found to fall within one of three or four broad schools of thought. However, varying degrees of inconsistency may also be found within individuals and nations with respect to their philosophical assumptions. The effects of philosophy on the educational environment remain a vast and, to many, a forbidding wilderness beckoning the intrepid explorer.

One step removed from philosophy along the materialization dimension is the plane of values. Values reflect the underlying philosophy of the individual, home, school, or nation, and are often confused with it. What are the basic assumptions about values, about what is important? In a hierarchy of values, what should be given first, second, third place? Preliminary investigation suggests that many teachers have only a very foggy notion of what is important, and that there is very little congruence between the values that they profess and the educational objectives, stated techniques and actual behavior which are supposed to stem from these values. There is good reason to hypothesize that values expressed by significant persons will when investigated fall into certain definite philosophical categories, and that marked discrepancies among values, objectives, techniques and actual behavior (as well as among significant persons on these dimensions) will be found. It is further hypothesized that degree of non-congruence will be associated with certain criterion factors.

Closely related to values are objectives. When the focus is on education, objectives answer the question "What should be the goals of education?" Such answers, presumably, should be derived from values, i.e., "What is important?" In practice, however, considerable discrepancy may be expected between the objectives and values of the same person. Such discrepancies and non-congruence of objectives among significant persons in educational roles may prove to have important implications for the educational environment. What preliminary investigation I have conducted indicates little agreement among school personnel about educational objectives. All too often educationists are themselves too hazy about such objectives for comparison to be made.

The means employed to attain educational objectives are termed "techniques." A study of this aspect of the educational environment asks the question "What should be the techniques used to realize the goals of education?" Educational techniques embrace such areas as motivation, methods of presenting material to be learned, classroom management and discipline, and evaluation. Techniques are essentially the expert professional methodology endorsed by the trained teacher. They also include, however, the procedures endorsed by other school personnel and even by the student and his parents, who are usually regarded as the objects of such techniques. Please note that I specify "endorsed", for there may be vast discrepancies between the techniques a person will endorse and those he will actually employ or submit to in a real situation.

This brings us to the behavioral pole of the materialization dimension. Here we have the actual behavior of the parent in the home, the student and teacher in the classroom, the school and district level administrators, and the community voting on a school issue. It is not only politicians who endorse one thing and do another! If we are to get a complete picture of the educational environment, we cannot depend solely on what people say they value, seek, and do, but on observations of their actual behavior. On the other hand, mere observation of human behavior is, to my way of thinking, also insufficient. I believe that to obtain a comprehensive picture of the learning environment we need to examine all five planes of the materialization dimension: philosophy, values, objectives, techniques, and actual behavior. I further believe that these must be studied, where appropriate, at each level of the scope dimension. Only so can the complex structure of the learning environment ultimately be unveiled.

Thus, I have sketched for you a model for the study of the learning environment. But it is not enough to propose a model. That can be the easy part. A model can remain only a pleasnatly proportioned idea unless someone builds a research design on it. It is just this that my colleagues and I at the IRCOPPS Regional Research Center at UCLA are attempting to do. Without taking too much more time I would like to tell you about it.

To measure the attitudinal planes (philosphy, values, objectives, techniques) we have developed a special instrument, The School Opinion Survey, which may be administered to samples of significant persons (parents, students, teachers, counselors, administrators) in school populations across the country. When this instrument has been administered to an adequate sample of such persons, the result will be factor-analyzed. It is hypothesized that certain factors representing important educational dimensions will be extracted. Intercorrelations among the various planes and levels on the two major dimensions will then be compared with behavioral descriptions obtained by direct observation, and records of behavior (e.g., grades, test data, attendance records, etc.). By such procedure we hope to determine what configurations of the idea planes are correlated with certain patterns of the behavioral plane (e.g., low grades, truancy, high achievement test scores, etc.). Also, we hope to learn what are the behavioral correlates of relative individuals having interacting roles in a learning situation, and among groups at various levels of the scope dimension. All in all, we have carved out for ourselves a mammoth task. But if we are engulfed by it all, we trust that in the not too distant future you will see some of our findings in print.

THE USE OF GROUP PROCEDURES IN SCHOOLS

U.C.L.A. Guidance Research Project
(Compiled by: Rosemary Wursten)

Group procedures are being viewed more and more favorably as the pressures of counseling needs mount and as more is learned about the group process. The possibilities in group procedures for schools are great. Pupil personnel specialists such as Lifton (1961) are coming to recognize that group skills are essential for maximum effectiveness in the school setting. Lifton advocates that counselors work in groups with pupils, parents, and teachers as well. This paper summarizes the recent literature on group procedures with these three groups.

I. Group Procedures With Students

A. Group Counseling

The major portion of the literature dealing with group procedures in the schools focuses on group counseling with students. Articles on group counseling typically discuss this procedure in terms of prevention, remediation, or process.

In the past, counseling has been most concerned with remediation of problems but, while this emphasis is still prevalent, group procedures in schools are increasingly preventive in nature, seeking to prevent problems from growing beyond the point where the individual requires special help to deal adequately with them. Such procedures attempt to help students anticipate difficulties, particularly at articulation points, and to prepare them to deal with such problems in an effective manner.

Studies on group counseling for the remediation of problems have focused on improvement of academic achievement, interpersonal relations, and self-understanding. Group counseling of academic under-achievers attempts to resolve problems which interfere with the student's academic performance with respect to either his ability to acquire knowledge and skills, or to utilize such knowledge effectively. Baymur and Patterson (1960) found that underachieving high school students who received a series of individual or group counseling sessions, or a single motivational counseling session showed an increase in Q-sort adjustment score and grade average which was significantly greater than that of controls. Broedel (1959) compared the effects of group counseling with no counseling for underachieving gifted adolescents and found a significant difference between the two groups only with respect to "increase in self-acceptance." Broedel, et. al. (1960) counseled four groups of underachieving ninth graders. Three of the four groups showed significant growth in achievement test scores, increased acceptance of self and others, and improved ability to relate to peers, siblings, and parents. Fisher (1953) found that group therapy with retarded readers produced significantly more progress in reading than no therapy. Jensen (1958) held small group counseling sessions for primary school underachievers and found that the participants showed improvement in achievement and ability to do independent classroom work. Ney (1958) reported that multiple counseling for under-achieving sixth graders gave participants a feeling of having something to contribute when they shared group decisions with their classes. Participants also seemed more "settled" in their class work on meeting days.

Group counseling of students with problems in interpersonal relations attempts to deal constructively with these problems in order to increase learning effectiveness. Brach (1958) reported that group counseling in a permissive atmosphere using Adlerian techniques resulted in improved behavior of seventh grade boys in class and discussions. An anonymous report (1958) stated that group counseling with nonconforming ninth grade boys produced improvements in attitudes, attendance. and effort made in school during the semester following that in which they were counseled. Caplan (1957) worked with seventeen junior high school boys exhibiting conflict problems with school authorities. Individual counseling was available to boys requesting it. Post-counseling measures showed that the boys counseled in groups had high correlations between self and ideal self and had significantly improved citizenship marks over controls. Grades were not affected by the treatment. Cohen (1956) reported that group counseling of delinquent boys in a residential setting helped the boys to understand that the school machinery works the same for all. Boys also showed improved social relations and better group participation. Crawford (1958) established a group emphasizing rehabilitation rather than punishment for school "law-breakers." Group members participated in free discussion in meetings held during assembly periods until they felt that they "deserved" to be released from the group. Davis (1959) studies the effects of group guidance and individual counseling. Subjects counseled individually received two hours each while those receiving group guidance had twenty meetings. Kelly (1958) used a semantic approach to group counseling with five high school students whose drag racing was a community problem. Discussion of certain key words was successful in reducing hostility and resentment toward authority. Drag racing also ceased to be a problem. Mann and Mann (1959) found that role playing significantly increases in interpersonal adjustment on the criteria of "desirability as a friend," "aiding in the attainment of group goals," and "cooperativeness." Stocky (1951) compared the effects of group counseling, individual counseling, and employment on adolescent boys with adjustment problems and found that boys of the counseled groups showed significant improvement in adjustment, but neither the employed, nor the control group did.

Group counseling has also been employed to bring about increases in self-understanding which enables subjects to view their problems more constructively and cope with them more effectively. Bryan and Younker (1958) counseled six pre-delinquent girls and held one group parent conference and a total of twenty conferences with individual parents. Evaluation of the project indicated increased competence in ability to cope with problems. Robinson (1953) reported that a group therapy project for senior high school girls helped participants evaluate their personalities in a more objective way and helped them understand that other people feel much the same way as they do. Standing (1958) used "creative drama" as a group counseling technique for senior high school students with emotional problems and a need for success experiences. Individual counseling was given with the group work. Improved life-adjustment patterns resulted and remained stable for five years after treatment. Falick, et. al. (1955) studies the effects of a club used as a therapeutic technique in a school-based mental hygiene program. They found that no therapeutic gains were made and that the club's permissive atmosphere carried over to the classroom and became so destructive that the club had to be abandoned.

Group procedures as preventive techniques are relatively new. Many of the studies that have been done have concentrated on facilitating transition from grade school to junior high or from senior high to college or employment. Cuony (1955) held group meetings with high school seniors to discuss common problems connected with going to college. Individual counseling was also available to these students. Participants reportedly found these meetings helpful. Brewer (1958) found that group discussions of homeroom-selected topics led junior high school students to the awareness that other students have similar problems. Froehlich (1958) contrasted group counseling with individual counseling, using increase in accuracy of self-ratings as the criterion. Forty-two high school seniors served as subjects. In two of three statistical comparisons made, multiple counseling produced significant increases where individual counseling did not. Gingrich (1957) reports that in Mamaroneck, N.Y. every 4th 5th, and 6th grade pupil meets in small groups with the principal to discuss problems important to all children at these ages. Driver (1958) advocates a preventive or early treatment program for emotionally disturbed or maladjusted pupils through a combination of parent, teacher, and pupil work and gives an example of a successful group guidance project. Bennett (1963) stated that the purposes of group guidance should be to: 1. "Provide opportunities for learning essential for self-direction with respect to educational, vocational, and personal-social aspects of life.." 2. "To provide opportunity for the therapeutic effects of group procedures through perspectives gained from study of common problems.." 3. "To achieve guidance goals more effectively and more economically.." 4. "To implement individual counseling and render it more effective.."

Group procedures are also discussed in terms of process. Miller and Biggs (1958) established groups on the basis of sociometric data to form three friendship and three neutral groups for undirected group discussion. Attitudes changed in both the friendship and neutral groups after group discussion, but there were no significant differences between the friendship and the neutral groups. Wigell and Ohlsen (1962) studied the content of tape recordings of group therapy and found that initially group participants talked more about authority figures, doing things, and sex; and during the final sessions more about peers, group members, self, and family. Bonney and Foley (1963) analyzed the transition stage in group counseling in terms of congruence theory and stated that in order for congruence to be established the counselor must communicate to the client that his problems can and should be discussed in the therapeutic atmosphere of the group even though it may be inappropriate to do so outside the group. Eiserer (1956) stated that the group situation itself has certain unique values. It serves as a reality testing ground, group members are able to help each other, interpersonal skills are developed, and the basis for social reintegration is present in the perception of sharing common problems. Goldman (1962) analyzes group procedures in terms of type of content (academic, school related, or non-school) and three process levels (teacher planned topics to group planned topics). He is of the opinion that guidance should differ from instruction in process as well as in content, but that teachers have difficulty in making the transition from teacher-led to group-led discussion. Rinn (1961) makes a similar distinction and agrees that there is a basic incompatibility between the two approaches which lies both in the leader's formal position and in the group's expectations. Wright (1959) discusses multiple counseling as simultaneous connseling with several individuals as opposed to group guidance. Multiple counseling is characterized by a common problem held by group members who perceived and identify with this common element.

B. Classroom Group Procedures

Croup procedures in the classroom have been analyzed both in terms of outcomes and in terms of methods used. The greater part of the research in this area is concerned with outcomes. Kobliner (1959) examined the effects of a pre-entrance orientation course on the adjustment of sixth grade pupils to junior high school and concluded that the course failed to affect significantly the behavior of the experimental subjects. Reber (1960) reports that the use of radio broadcasts and tape recorded programs has improved the classroom guidance program, giving guidance workers more time for individual instruction and other tasks. Students are reportedly making better educational plans, are better adjusted, more confident and secure, and making better use of their time. Wease, et. al. (1963) report that student and faculty response has been favorable to 15-minute guidance programs on educational and occupational information and eighth grade orientation televised during homeroom periods over closed-circuit television.

A wide variety of classroom group procedures have been discussed in the literature. Davis (1958) used puppet plays and group discussion to modify certain behavior reactions in kindergartners. The puppet first enacted unacceptable behavior, then children and teacher discussed better ways of behaving in that situation. The puppet then enacted the better behavior. (See also Borow, 1958). The Association for Supervision and Curriculum Development

(1955) presented the viewpoint that guidance should be effectively integrated with classroom teaching since all children face a variety of adjustment problems in the normal course of growing up and need guidance in the resolution of their problems. Josephs (1954) suggests that guidance be the work of the teacher as it can readily be integrated with subject matter such as English where biographies are studied. Koile (1955) believes that the "regular instructional program" can and should mature into a more flexible and meaningful process for offering learning experiences to students in groups. He is of the opinion that group guidance at present operates on the "fringe" of the "major design for learning." Radner (1956) also believes that guidance could logically be a part of the English class through a special unit on problem solving. McCabe (1958) suggests that the teacher is more important as a guidance worker than counselors who have only sporadic contact with children. The teacher should maintain a helping relationship with pupils and should not allow their personal problems to interfere with their effectiveness as teachers. Searles (1959) suggests that guidance be part of a required four week summer session course. This would have the advantage of separating social sciences from personal adjustment. Riccio (1958) is of the opinion that guidance should be limited to non-academic problems. He further believes that the goals of guidance and the core concept are the same and that mutual cooperation should be elicited.

C. Vocational Guidance

Group procedures in the vocational area have centered on career days and courses on occupations. Cuony and Hoppock (1954) taught a course in job finding and job orientation to a group of 35 non-college preparatory students who were high school seniors. One year after graduation the experimental group was higher on job satisfaction, earnings, and number of weeks employed than a control group which did not take the course. Cuony and Hoppock (1957) found that the initial gains shown in the experimental group held constant over a

5-year period. Gribbons (1960) in evaluating an eighth grade group guidance program using You: Today and Tomorrow found that the program produced significant gains in helping students appraise their abilities, interests, values, knowledge of educational and occupational opportunities, and integrate, interpret, and use data about self, education, and occupation. Harlow (1956)[a] conducted a two-session vocational guidance project for students interested in summer employment. Two hundred of the 554 applicants obtained employment through the agency or on their own. Harlow (1956)[b] reported on a group guidance project centering on "career nights" sponsored by the Jewish Vocational Service and the Eric Neighborhood House. Kutner (1958) evaluated occupational field trips in terms of vocational success and found that the group given field trips did not differ significantly from controls. Lowenstein and Hoppock (1955) studied the effects of an occupational course on adjustment to college and found that the participants in the course made a better adjustment to college, received higher grades, spent less time studying, spent more time on extracurricular activities, and had more frequently made an occupational choice by the end of their freshman year. Roskens (1958) examined the effectiveness of career days and found that 56.5% of those reporting thought that career day was "not at all worthwhile" due to poor planning and preparation of students. Rusalem and Darer (1960) found that slow learners receiving classroom guidance discussions, group vocational counseling, individual counseling, parent counseling, and consultation with teachers showed greater realism and maturity in vocational planning and an increased freedom from parental domination in making choices. Participants also had a better understanding of work responsibilities. Sinick and Hoppock (1960) in a survey of states teaching occupations found that most states had schools giving occupations courses, career days, units on occupations, and maintaining occupational information files. Rubenfeld (1954) held weekly group conferences on careers which were announced in advance and attended only by those interested. Students had good questions to ask and participated more in conferences advertised through the relevant subject classrooms than those advertised in homerooms.

D. Special Techniques

Denny (1959) found that certain selected motion pictures were effective in reducing frustration and increasing personal adjustment. Greater success was achieved with better adjusted subjects, girls being better adjusted than boys, and high I.Q. subjects better adjusted than low I.Q. subjects. Geiger (1958) reported on the guidance functions that student activities perform in the elementary school. Students participating in student activities had an opportunity to demonstrate that they could accept responsibility and could govern themselves in a democratic fashion. Harris (1955) reported that "educational forums," "parent forums" (3 or 4 outside speakers), and career days were used as effective guidance techniques in one parochial preparatory school. Strang (1960) reviewed a number of group procedures that can be used effectively in the schools such as films, discussion of problems through the study of literature, multiple counseling, and others. Tarbet (1954) discussed guidance possibilities with television and gave a brief review of such programs not in effect.

II. Group Procedures With Parents

Schools have only recently attempted to elicit parental understanding and cooperation through meetings of pupil personnel specialists with small groups of parents. The success achieved thus far indicates an area meriting further investigation. Keppera and Caplan (1962) did group counseling with academically underachieving tenth grade boys and/or parents. Their findings showed that the boys whose parents were counseled but who did not themselves receive counseling showed a significant increase on congruence of self-ideal Q-sorts. Buchmueller, et. al. (1954) instituted a group therapy project with parents of behavior problem children in public schools. Their most typical findings was parental rejection of children accompanied by over-protection and over-indulgence. The group sessions brought about release of guilt in mothers participating. About 80% of the children whose mothers participated showed improvement. (See also Parle, 1954.) Russell (1959) studied the effects of group therapy for mothers on reading disability of their sons and found that boys whose mothers received group counseling made significant gains in reading over those who received only remedial reading instruction. Samuels (1958) found that mothers counseled in groups in a 5-week summer project became significantly less authoritarian, but that their sons did not show any progress with their reading disabilities, perhaps because of the short period of the experiment. Shatter (1957) investigated the effectiveness of a group therapy program including the child and his mother for the remediation of reading difficulties and found that subjects also made more growth in maturity, self-esteem, and independence. Tamminen (1957) evaluated attitude changes in parents toward parent-child relationships as a result of a televised program of parent panel discussions. The results indicated that parents who watched the program showed an increase in rating significant at the 5% level of confidence. Kagan (1953) studied the effects of a parents' course in vocational guidance and found that the course benefited parents by helping them identify their childrens' vocational problems, recognize their child's strengths and weaknesses, understand their role in their child's career planning, and better utilize community resources.

III. Group Procedures With Teachers

Recently concern for the effect of the teacher's personality on the learning environment has increased and with this increase has come an interest in improving teacher effectiveness through better self-understanding. Strickler (1957) believes that group discussion of problems encountered in practice teaching is an essential part of teacher preparation. Waldoketter (1962) conducted group counseling with African student teachers and found that experimental groups differed significantly from controls on academic improvement. Symonds (1955) is of the opinion that the teacher's personality has a direct impact on the nature of interpersonal relationships in the classroom and teaching effectiveness. He recommends that teachers participate in group counseling to maximize teaching effectiveness. Berman (1954) has worked in group counseling sessions with educators and believes such sessions enhance the effectiveness of teachers. Long-standing conflicts with parental-authority figures, ambivalent attitudes toward sibling-peer figures and acting-out tendencies are explored in such groups.

BIBLIOGRAPHY

Anon. Multiple counseling: eight over-age boys, grade 9. In Driver, H. I. Counseling and learning through small-group discussion. Madison, Wis. Monona Publications 1958, p 301-303.

Association for supervision and curriculum development. Guidance in the curriculum. 1955 Yearbook. Wash., D.C. a dept of N.E.A.

Baymur, F. B. and Patterson, C. H. A comparison of 3 methods of assisting underachieving high school students. J. of Counsel. Psych. 7, 83-90 Sum '60.

Bennett, M. E. Guidance and counseling in groups. New York, McGraw-Hill Book Co. 1963, 2nd. ed. 421 p.

Berman, L. The mental health of the educator. Mental Hygiene 38: 422-429 July '54.

Bonney, W. C. and Foley, W. J. Transition stage in group counseling in terms of congruence theory. J. Counsel. Psych. 10: 136-138 Sum '63.

Borow, H. Curricular approaches to personal development: some problems of research. J. of Counsel. Psych. 5: 63-67 Sum '58.

Brach, A. M. Reaching young teens through group counseling. In Driver, H. I. Counseling and learning through small-group discussion. Madison, Wis., Monona Publications 1958, p. 297-300.

Brewer, A. L. Experiment with multiple counseling. Nat. Assn. Sec. Sch. Prin. Bul. 42: 152-153, N'58

Broedel, J. W. A study of the effects of group counseling on the academic performance and mental health of underachieving gifted adolescents. Disst. Abstr. 19: 3019, No. 11, 1959.

Broedel, J., Ohlsen, M., Proff, F., and Southard, C. The effects of group counseling on gifted underachieving adolescents. J. Counsel. Psych. 1960, 7, 163-170.

Bryan, Q. R., and Younker, E. M. A multiple-counseling project for pre-delinquent eighth-grade girls. In Driver, H. I., Counseling and learning through small-group discussion. Madison, Wis., Monona Publications, 1958, p. 293-297.

Buchmueller, A. D. Porter, F. and Gildea, M.C.L. A group therapy project with parents of behavior problem children in public schools. Nervous Child. 10:415-24 No. 3-4 1954.

Caplan, S. W. The effect of group counseling on junior high school boys', concepts of themselves in school. J. of Counsel. Psych. 4: 124-128 Sum '57.

Cohen, A. A. Use of group process in an institution. Soc. Wk. 1956, 1 (4) 57-61.

Crawford, P. A disciplinary group guidance project. In Driver, H. I., Counseling and learning through small-group discussion. Madison, Wis., Monona Publications, 1958 p. 312-316.

Cuony, E. R. Group guidance for college-bound seniors. J. of the Nat. Assn. of Deans of Women 18: 130-31, March 1955.

Cuony, E. R., and Hoppock, R. Job course pays off. Personnel & Guid. J. 32: 389-391, M'54.

Cuony, E. R. and Hoppock, R. Job course pays off again. Personnel & Guid. J. 36: 116-117, O'57.

Davis, D. A. Effect of group guidance and individual counseling on citizenship behavior. Personnel & Guid. J. 38: 142-145, O'59.

Davis, D. C. A group technique for the modification of certain behavior reactions (kindergarten level). Dissert. Abstr. 18: 2075-2076, No. 6 1958.

Denny, E. W. A study of the effectiveness of selected motion pictures for reducing frustration in children. Dissert. Abstr. 19: 3170-3171, No. 12, 1959.

Driver, H. I. A small-group counseling program for pupils, parents, teachers. In Driver, H. I. Counseling and learning through small-group discussion. Madison, Wis., Monona Publications, 1958, p. 306-308.

Eiserer, P. E. Group psychotherapy. J. of the Nat. Assn. of Deans of Women, 19: 113-122, Mr'56.

Falick, M. I., Ruberstein, B., and Levitt, M. A Critical evaluation of the therapeutic use of a club in a school-based mental hygiene program. Mental Hygiene 39: 63-78, Jan '55.

Fisher, B. Group therapy with retarded readers. J. of Ed. Psych. 44: 354-360, O'63.

Froehlich, C. P. Must counseling be individual? Ed. & Psych. M. 18: 681-689, Wint'58.

Geiger, E. Group guidance through student activities in an elementary school. Ed. Adm. & Sup. 44: 338-348 N'58.

Gingrich, R. W. Small group guidance conferences. Nat. El. Prin. 36: 22-23 Apr'57.

Goldman, L. Group guidance: content and process. Personnel & Guid. J. 40; 518-522, F'62.

Gribbons, W. D. Evaluation of an eighth-grade group guidance program. Personnel & Guid. J. 38: 740-745, My'60

Harris, P. Group techniques sell guidance; St. Francis preparatory school. Personnel & Guid. J. 34: 161-163, N'55.

Harlow, G. Group guidance summer project. Personnel & Guid. J. 34: 411-442, Mr. '56.

Harlow, G. A group guidance inter-faith project. Personnel & Guid. J. 35: 34-36, S '56.

Jensen, G. E. Small-group counseling for underachieving primary school children. In Driver, H. I., Counseling and learning through small-group discussion. Madison, Wis., Monona Publications, 1958, P. 286-290.

Josephs, T. Group guidance in the subject classroom. High Points, 36: 49-54, Mr. 54.

Kagan, E. R. A parents' course in vocational guidance. Personnel & Guid. J. 32: 139-143, N '53.

Kelly, J. N., A semantic approach in group counseling. In Driver, H. I., Counseling and learning through small-group discussion. Madison, Wis., Monona Publications, 1958 p. 303-306.

Keppers, G. L. and Caplan, S. W. Group counseling with academically able underachieving students. N. Mex. Soc. Stud. Educ. educ. res. Bull. 1962 No. 1, 12-17-28.

Kobliner, H. The effects of a pre-entrance orientation course on the adjustment of sixth grade pupils to junior high school. Dissert. Abstr. 20: 588-589; No. 2 1959.

Koile, E. A. Group guidance - a fringe activity. Sch. R. 63: 483-485 D'55.

Kutner, J. E. An evaluation of occupational field trips conducted by Paterson technical and Vocational High School in terms of vocational success. Dissert Abstr. 18: 2030 No. 6, 1958.

Lifton, W. Working with groups. New York, John Wiley & Sons, 1961 238 p.

Lowenstein, N., and Hoppock, R. High school occupations course helps students adjust to college. Personnel & Guid. J. 34: 21-23 S'55.

McCabe, G. E., Guidance in the classroom: a series of hypotheses. Ed. Adm. & Sup. 44: 213-218, 1958.

Mann, J. H., and Mann, C. H. Role playing experience and inter-personal adjustment. J. of Counsel. Psych. 6: 148-152 J'59.

Miller, K. M., and Biggs, J. B. Attitude change through undirected group discussion. J. of Ed. Psych. 49: 224-228 Ag'58.

Ney, L. A multiple counseling project for underachieving sixth graders. In Driver, H. I., Counseling and learning through small-group discussion. Madison, Wis., Monona Publications 1958, p. 291-293.

Parle, G. Group therapy for problem parents. J. of the Nat. Ed. Assn. 43: 269-272 My '54.

Radner, S. Group therapy for problem parents. J. of the Nat. Ed. Assn. 43: 64-67 Ja '56.

Reber, K. W. Mechanical assistance for group guidance in South Bend, Ind. Calif J. Sec. Ed. 35: 263-265 Ap '60.

Riccio, A. C. Group guidance - a step toward the core. Ed. Adm. & Sup. 44: 1-9 Ja '58.

Rinn, J. L. Group guidance: two processes. Personnel & Guid. J. 39: 591-594 Mr '61.

Robinson, J. Venture in group therapy on senior high school level. J. of the Nat. Assn. of Deans of Women. 17: 25-28 O'53.

Roskens, R. W. Career day. Personnel & Guid. J. 36: 501-502 Mr '58.

Rubenfeld, W. A. Weekly group conferences on careers. Personnel & Guid. J. 33: 223-225 D '54.

Rusalem, H., and Darer, H. Vocational counseling of the slow learner. J. of the Nat. Assn. of Women Deans and Counselors. 23: 110-116 Ap '60.

Russell, M. Effect of group counseling with mothers on their attitudes toward children and on their sons' reading disability: an educational-therapeutic approach to parent attitudes and reading disability in a clinic situation. Dissert. Abstr. 20: 764, No. 2, 1959.

Samuels, A. F. The effect of intensive group discussion on certain attitudes of mothers toward children with reading disabilities and the relationship of changed attitudes on the reading growth of their sons. Dissert. Abstr. 18: 2216, No. 6 1958.

Searles, J. E. and Peterson, L. K. Group guidance and the social studies: a proposal. Calif. J. Sec. Ed. 34: 132-134 Mr' 59.

Shatter, F. An investigation of the effectiveness of a group therapy program, including the child and his mother, for the remediation of reading disabilities. Dissert. Abstr. 17: 1032, No. 5, 1957.

Shimberg, B. Classroom guidance: hope or hoax? Nat. Assn. Women Deans and Counselors J. 23: 3-10 O'59.

Sinick, D., and Hoppock, R. Research by states on the teaching of occupations. Personnel & Guid. J. 39: 218-219 N '60.

Standing, T. Personal counseling through a creative drama club. In Driver, H. I., Counseling and learning through small-group discussion. Madison, Wis., Monona Publications, 1958, p. 308-311.

Stockey, M. R. A comparison of the effectiveness of group-counseling, individual counseling, and employment among adolescent boys with adjustment problems. Dissert. Abstr. 22: 491; No. 2, 1961.

Strang, R. Newer emphasis on counseling and group techniques. Nat. Assn. Women Deans and Counselors J. 23: 152-157 Je'60.

Strickler, R. W. Group conference for student teachers. Ed. Adm. & Sup. 43: 241-248, Ap '57.

Symonds, P. M. Improvement of teaching through counseling of the teacher, J. Teach. Ed. 6: 122-127, Je '55.

Tamminen, A. W. An evaluation of changes in parents' attitudes toward parent-child relationships occurring during a televised program of parent panel discussions. Dissert. Abstr. 17: 1268-1269, No. 6, 1957.

Tarbet, D. G. Guidance by T.V. Personnel & Guid. J. 33: 145-147, N '54.

Waldoketter, R. O. A comparative guidance study: group counseling with selected African student teachers. Personnel & Guid. J. 40 (7) 638-642, 1962.

Wease, J., et. al. Counselors on camera. Nat. Assn. Sec. Sch. Prin, Bul. 47: 27-31, S '63.

Wigell, W. W. and Ohlsen, M. M. To what extent is affect a function of topic and referent in group counseling: Amer. J. Orthopsychiat., 1962, 32 (4) 728-735.

Wright, E. W. Multiple counseling: why? when? how? Personnel & Guid. J. 37: 551-557, Ap '59.

Getting Acquainted in a New Group

Clarence A. Mahler

Once the purpose of a group meeting has been established with the members, then the leader moves on to helping the group to get to know each other better. Depending on the degree to which the members already know each other and even if they are quite well acquainted, it is important to start in and be sure that everyone knows each one by name and begins to know each individual personally. In helping individuals learn to talk about their own real feelings it is necessary to facilitate this habit. Thus, it is important to begin discussions on areas and topics that the individual can very surely answer. So in introducing themselves it is advisable to have them give more than their names. The kind of information you ask from each individual should depend considerably on the purpose of the group, but very essentially it is to provide some background of understanding each other that the members do not have concerning one another.

Examples: In asking for introductions the leader may make some suggestion similar to the following:

1. I would like each of you to introduce yourself and share with the group anything you wish about yourself and take a full two minutes to do so.

2. Let's each introduce ourselves with our name and give the number of brothers and sisters we have in our own family and their ages.

3. I'd like you to introduce yourselves and tell us how long you've lived in this community and how you feel about living here.

The main purpose of asking for more information than the name alone is to begin to help each person share some of himself with the group. While the leader should have no compulsion to get quiet members to talk, it certainly is helpful to give them the opportunity to learn to talk where this is needed. Once again the leader is alert to how the individual members introduce themselves, how much they are willing to share in the first session with one another, the kinds of attitudes they have toward the topic proposed, the kind of attitudes they have toward themselves and other people. All this gives the leader cues as to steps that the group may take next.

By the time a group has finished giving their introductions and have discussed the possible purposes for their meeting, the leader should have many cues, from his careful listening, as to how fast he can begin with this group and as to the directions and ways in which the group is ready to begin working. The more verbally fluent and less disturbed the group members are, the more likely they are to be able to carry the ball with less structure and less help from the leader. Thus, it is necessary for the counselor to assess how strong a group does this appear to be? How able will they be to get off the ground on their own, or will they need help from the leader? All these are questions that are answered for the leader during the process of the first session. Sometimes it is possible to make an estimation of this before they come in, but usually the leader is working at this during the introduction of the first session. It is desirable for the leader to introduce himself and give as much, if not more, data on himself than the group members have so they begin to get to know the leader as a person. It is also advisable to share with them your hopes for the group, your goals. This should not be done ahead of time, but after the students have given their own ideas. There is no room in group work for sneaking up on people or getting them in groups to straighten them out, and other such manipulative purposes. Certainly it is true that the group counselor hopes that his efforts will help individuals toward more effective behavior, but not by manipulating them regardless of their own desires and wishes. On every step of the way the basic orientation of the counselor toward human beings will determine how he works. This was one of our main reasons for discussing the basic philosophy of working with people in an early chapter. It is out of your basis attitude toward people that the techniques and procedures develop.

By the end of the first session the counselor should have a good idea of the working speed of his group, the degree to which they will be able to handle concepts intellectually, the degree to which they are emotionally mature or immature, the degree to which they are able to discuss problems and solve problems, and out of this will proceed the second session. Group leaders vary as to whether they feel like giving a summary at the end of each session. I prefer not to do so, but in early structuring of the group it is quite permissable, for example, to say, 'Well, we got a start today, now what about next time?" And then get from a number of the people, 'Well, we'll just come and start talking." In other words, you may try to facilitate the beginning of the second session by clarifying, "Now, are we all sure why we are here?" and other means to summarize and try to get a concensus of the group members.

Clarence A. Mahler
Chico State College

Beginning the First Group Session

Clarence A. Mahler

Many fine individual counselors who begin to plan trying group counseling for the first time find the problem of how to begin a session rather perplexing in contrast to their confidence in beginning an individual session with a student. Actually, the basic principles underlying the beginning of a counseling session with an individual student are very much the same for group counseling. Two of the basic purposes for the first interview are to clarify the desires of the client as to what he expects from the counseling relationship, and secondly to establish a working relationship that will enable the counselee to return the next session and continue the process of working through either the problem, the growth process, or whatever it is they have come to counseling for. Thus, in a group setting it is well to begin with:

1. 'Well, how come we are meeting here in this group?"
2. 'We have talked some individually about why we might have a group like this, let's discuss it again, so we are all clear. Why do you think I invited you all here?"
3. "How come this group?"

In other words, the counselor by any use of questioning or other approaches tries to get from the group the clarification as to why they are coming to the group. This is important to do with the total group there, since in discussing the formation of a group with individuals they often get different perceptions of what the group is going to do and why they think they may participate. Secondly, even though the student may have agreed with you on the initial interview to come to the group session, it is important for him to now state publicly to the whole group why he thinks he is coming. This concept is based on the principle that we hold the counselee responsible for what he gets out of a group counseling experience, and therefore we want to know both in the beginning and any place along the line what the commitment of the person is to the group process.

A counselor should be alert as to the clarity with which each group member has for his purposes of being in the group. It is possible that some group members will say, "Well, I'm here, but I'm not quite sure why I'm here. I hope it may do some good." Others may be quite clear why they wish to attend a group but will usually not know what they may expect from a group. Sometimes it happens that in the process of asking a student to consider participating in a group that the student feels that this is really a strong request for him to do so, and therefore his real motivation is more to please the school authority than it is that he has decided clearly what he wishes from the group. Other than making a close observation of the way they start, it is not advisable to put too much pressure on at this time for a commitment to the process. The very fact that the student has shown up should be sufficient reassurance to the counselor, and he should not press for a strong commitment to change or to do better until a much stronger working relationship has been established.

While the students are discussing the whys and wherefores of their being in the group, the counselor is listening attentively to the ability of the youngsters to express themselves, to the degree to which they are ready to discuss their feelings and their behavior, and this should give the counselor considerable insight as to the speed with which the first session may progress. If the group as a whole are relatively clear as to their purpose for meeting, then the leader is ready to go on with the introductions and warming up process. If, on the other hand, there is considerable confusion and lack of clarity as to why they are meeting, it is often advisable to continue the process of exploring the possible reasons why such a group of individuals might meet at all. Usually group counseling is not done on a forced basis and there is a volunteer option as to whether they attend or not. This can generally be stated, 'Well, this is not something that you must do. It's one of our ways of trying to organize services in the school to be of help to various students." If the counselor is concerned about the lack of clarity on the part of a good portion of the group, it is quite feasible to challenge them to think it over before they return next time. It is important to be somewhat sure that most of the group members are reasonably clear on why they are attending such a group before we go to work. In this way the basic responsibility for deciding what they will get out of the group is clearly placed upon the students, although there is no reason to insist that they sign an oath of effort to satisfy the counselor's need to be sure that he can be helpful.

All groups, whether completely unstructured to highly structured, have a pattern of conduct and expectations that the members must learn. Groups vary like individuals to the extent to which they can carry the ball themselves. The strong groups will have some natural leaders that cover many of the roles that are carried on in groups, such as facilitation of discussion or clarification of issues. If these roles are not forthcoming from the individual members of the group, thenthe leader must, of necessity, help help members learn these roles.

A basic issue that is not always settled in the first session, but certainly is evident, is the degree to which intellectualization will be allowed by the leader. Many students, from their experiences in classes, have learned to discuss issues and general ideas without applying these to themselves. Therefore, it is important that the counselor have thought through his purposes for the group. If one of the basic purposes is to have them stand on their own perceptions and apply the group discussion to themselves, then it is important very early in the sessions to help them learn this. I am inclined not to want much intellectualization as a part of group counseling, and therefore as soon as I detect signs of it on the part of any member, I am very likely to gently but firmly call their attention to the fact. For example, one student begins a session by saying that he is very afraid of flunking out of school. This is early in the school year. One of the intellectualizers begins immediately by saying, "Well, everyone is afraid of flunking out of school and very few people do." If the discussion is allowed to go on in this matter, we will have a good discussion on why some youngsters flunk out of school and why some don't. The basic issue, however, is what is each individual going to do about his own school work rather than what some or most students are doing about it. Thus, I am likely to pin the individual down, "Is it your own school work that you are concerned about?" or to stop the person that immediately wants to overgeneralize, and protect someone by saying, 'Well, actually here he is giving us his own fear of flunking out of school rather than our discussing about how people flunk out of classes in general."

Another example of intellectualization is where someone says, "I am having a great deal of trouble with my parents. I just cant seem to get along with them." Another group members comes in, 'Well, all adolescents have trouble with parents." This obviously isn't too helpful and certainly isn't helpful to the particular individual, so as the leader I am inclined to bring the issue back to bear on the particular person that brought it up. I may question them thus, "Are you telling us that you want to learn how to work with your parents more effectively?" Or, "You seem to have a very rough situation here, what do you feel like doing about it?"

Thus, gently but firmly the individuals in the group are helped to see that when we are here we will be discussing the things that are very pertinent to us and how we are handling life, not abstract ideas of democracy, parenthood, courtship, school work, and the like. Certainly there is no harm done in a free discussion on topics, an oftentimes an important national event will set off a discussion for most of the period. A counselor should be flexible enough to understand whether the youngsters are meaningfully discussing a topic of national importance and concern to them, or is this a rather evasive way of avoiding getting to themselves? The counselor should be able to determine the meaning of this behavior. Quite often after a real good session in which the group has moved very fast on topics or problems, the next session will have much more of a plateau effect and they may stay on safe issues and non-personal issues. Here again the counselor should not be in a great hurry to keep their nose to the grindstone. He certainly should be aware that this kind of behavior has meaning. If by the end of the period they have spent a great deal of it on intellectual philosophizing, then the counselor might summarize by saying, "Well, today we certainly have talked about everything but ourselves, haven't we?"

Clarence A. Mahler
Chico State College

APPENDIX "D"

PARENT GROUP ENROLLMENT MATERIALS

(1) Post Card Response Form

(2) Edge Mark Identification System

(3) Sample Invitation Letter "I" (1st grade)

(4) Sample Invitation Letter "I" (9th or 10th grade)

(5) Sample Follow-up Letter "P"

(6) Sample Follow-up Letter "N"

(7) Sample Follow-up Letter "W"

(8) Check-off Sheet A

PARENT RESPONSE POST CARD

Please Check the Appropriate Boxes:

☐ **1. Husband plans to attend parent group discussions**

☐ **2. Wife plans to attend parent group discussions**

☐ **3. No one plans to attend parent group discussions**

4. The best evening for attendance at parent group meetings is:

☐ **Monday** ☐ **Wednesday**

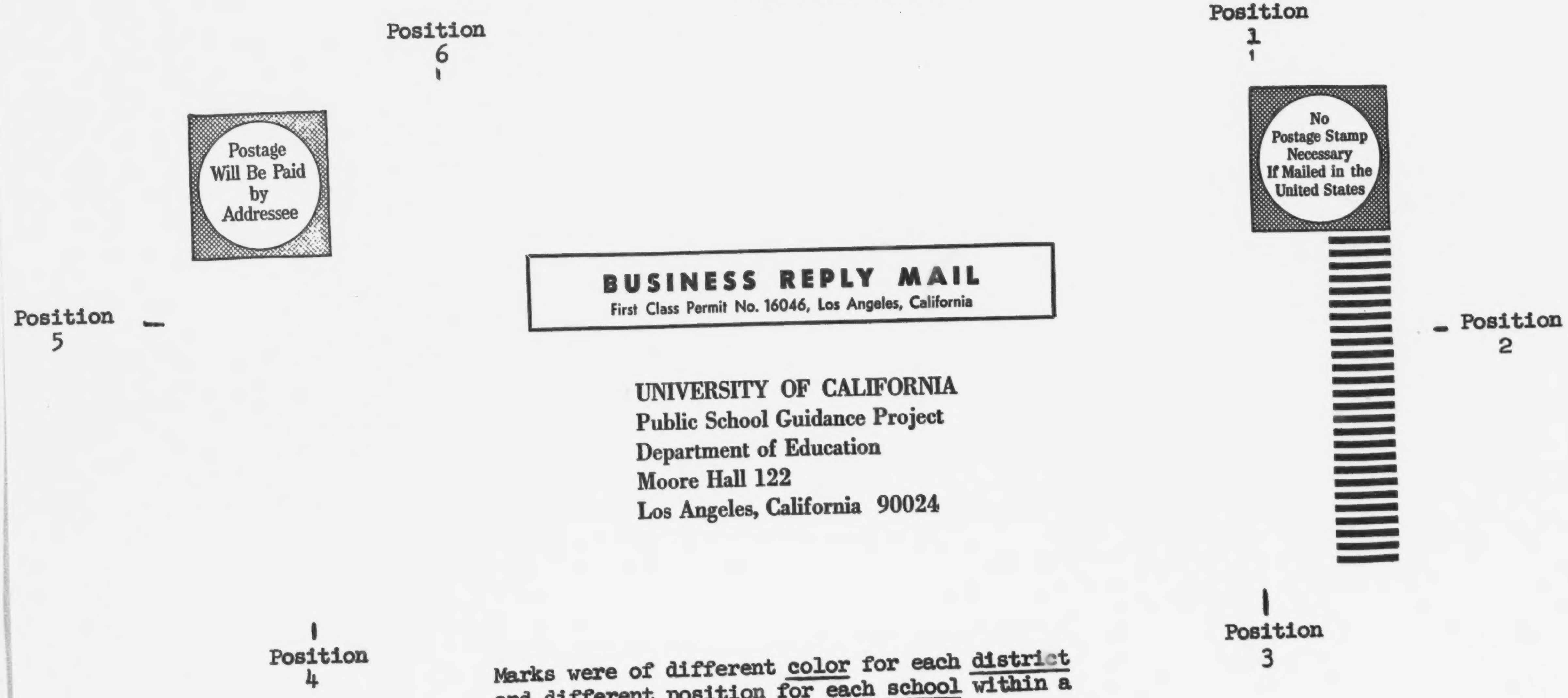
☐ **Tuesday** ☐ **Thursday**

Name ______________________________

Address ______________________________

Phone No. ______________

EDGE-MARK SYSTEM CODE



Postage
Will Be Paid
by
Addressee

No
Postage Stamp
Necessary
If Mailed in the
United States

BUSINESS REPLY MAIL
First Class Permit No. 16046, Los Angeles, California

UNIVERSITY OF CALIFORNIA
Public School Guidance Project
Department of Education
Moore Hall 122
Los Angeles, California 90024

Position 6
Position 1
Position 5
Position 2
Position 4
Position 3

Marks were of different color for each district and different position for each school within a district.

(Invitation Letter "I")

SUGGESTED LETTER TO SOLICIT FIRST GRADE PARENT PARTICIPATION

Dear Parent:

This year the parents of the first grade children in our school are being invited to participate in a series of parent-group discussions. The purpose of these discussions is to enable parents to learn how they can be of the greatest help to their first grade child as he encounters academic work for the first time and as he enters a significant phase of educational development. There will be opportunity to share experiences with one another under the leadership of a pupil personnel specialist. Opportunity will be presented for discussion of growth patterns in children, children's reactions to the more academically demanding tasks of the first grade, their physical needs in relation to the demands of the school, and a variety of other topics in which many parents will be interested.

A series of four meetings is planned, and group size will be limited to twelve parents. If more than one group is necessary, they will be formed as needed. We should like both interested mothers and fathers to participate. Meetings are being scheduled in the evening to make it more possible for working parents to attend.

Please indicate your interest by marking the appropriate places on the enclosed postcard and return it to us as quickly as possible. This is the first time the school has tried this procedure with parents, and we are hopeful that you will find it of value.

Sincerely,

Enclosure

Grp 764.I.1

(Invitation Letter "I")

SUGGESTED LETTER TO SOLICIT
HIGH SCHOOL PARENT PARTICIPATION

Dear Parent:

As your child enters the (ninth) (tenth) grade the pressures on him to make appropriate decisions about his educational or vocational future increase in many ways. We feel that it is important for a child to be informed on this matter, and that it is equally important for parents to understand their role in the vocational and educational choices made by their children. For this reason we are scheduling a series of seven meetings for parents interested in understanding more about the kinds of factors which are important in this kind of decision making. Parent group size will be held to a maximum of twelve so that there will be ample opportunity for parents to interact with each other and with the group discussion leader. Leadership will be provided by school counselors. As many groups will be formed as are necessary to accommodate interested parents. Meetings will be held in the evening in order to permit the attendance of both parents. Please indicate your willingness to attend by completing the enclosed postcard and returning it as quickly as possible to us.

Sincerely,

Enclosures

GRP 764.I.9

(Follow-up Letter "P")

SUGGESTED COVER LETTER TO ACCOMPANY QUESTIONNAIRE MATERIALS SENT TO PARENTS PARTICIPATING IN GROUP DISCUSSIONS

Dear Parent:

We are delighted that you are planning to participate in the parent discussion groups at your school. We have enrolled you in a group meeting on __________ evening at ______P.M. The first meeting will be held on ______________.

In order to assist the schools to determine whether such meetings constitute a worthwhile expenditure of time both for parents and school personnel, it is necessary to attempt a systematic evaluation of them. A meaningful evaluation requires that information be collected from parents before the discussion groups start and after they are completed. We hope each parent will help by responding to the enclosed materials. Please follow the directions on each of the two enclosed questionnaires and record your answers directly on the answer sheet using any soft black pencil. Please return these materials in the enclosed envelope. They are going directly to UCLA where the data will be processed.

We are looking forward to meeting with you and sincerely hope that you will feel that your time has been well spent.

Sincerely,

Enclosures

GRP 764.P

(Follow-up Letter "N")

SUGGESTED LETTER TO ACCOMPANY QUESTIONNAIRE MATERIAL TO NON-PARTICIPATING PARENTS

Dear Parent:

Our school is cooperating with UCLA and the U.S. Department of Health, Education and Welfare in an important study of beliefs and attitudes toward public education and children. The basic purpose of this study is to determine the attitudes of several important groups, including parents, toward various phases of public education. Through study of the resulting data, information useful in making appropriate changes in public education can be obtained.

These materials are being sent to the parents of (first) (seventh) (ninth) (Tenth) graders in the District. This envelope contains two copies of the School Opinion Survey, two copies of the (Family Life Attitude Inventory) (Educational-Vocational Plans Inventory), and a stamped return envelope. We hope that each parent will independently complete one of each of the two questionnaires, put the completed forms in the stamped envelope and drop them in the mail. Please use a soft black pencil, and be sure to print your name on the forms.

We realize that this is an imposition on your personal time, but hope that, in view of the importance of the study, you will complete and return the enclosed materials.

Sincerely,

Enclosures

GRP 764.N

(Follow-up Letter "W")

SUGGESTED COVER LETTER TO ACCOMPANY QUESTIONNAIRE MATERIALS SENT TO PARENTS PLACED IN "WAIT" GROUPS

Dear Parent:

We are delighted that you are planning to participate in the parent discussion groups at your school. In fact, so many parents have indicated a desire to participate that it has been necessary to delay half of the groups until the next semester. The group for which you have been scheduled will hold its first meeting in January. You will be informed of the exact time and place later in the semester.

In order to assist the schools to determine whether such meetings constitute a worthwhile expenditure of time both for parents and school personnel, it is necessary to attempt a systematic evaluation of them. A meaningful evaluation requires that information be collected from parents before the discussion groups start and after they are completed. We hope each parent will help by responding to the enclosed materials. Please follow the directions on each of the two enclosed questionnaires and record your answers directly on the answer sheet using any soft black pencil. Please return these materials in the enclosed envelope. They are going directly to UCLA where the data will be processed.

We are looking forward to meeting with you and sincerely hope that you will feel that your time has been well spent.

Sincerely,

Enclosure

GRP 764.W

D (8)-1

District_______________
School_______________
Consultant_____________

CHECK-OFF FORM A

GROUP SET UP PROCEDURE

Check off each box
when step is complete

☐ Step 1 Prepare Student-Parent List.

☐ Step 2 Complete Supply Requisition: number of students_______;
of parents________________.

☐ Step 3 Transmit completed List and Supply Requisition to Center.

☐ Step 4 Verify that requisitioned supplies were received as ordered. Notify Center of any errors.

☐ Step 5 Secure administrative approval of Invitation Letter and Follow-up Letters.

☐ Step 6 Reproduce required amounts of these letters. (Amounts:
I_____; P_____; N_____).

☐ Step 7 Have these letters signed (if not signed on stencil).

☐ Step 8 Address two sets of envelopes to parents on List.

☐ Step 9 Stuff first mailing: enclose (a) Invitation Letter and (b) Post Card.

☐ Step 10 Mail: record date mailed here:__________________.

CHECK-OFF FORM A (Cont.)

☐ Step 11 Wait two weeks.

☐ Step 12 Count affirmative replies. Write number here__________. (These are "Acceptants".)

☐ Step 13 If above number is greater than 60, randomly select half of acceptants and assign to "wait" group.

☐ Step 14 If above number is less than 40, select an additional school and go through this entire procedure with a similar Check-off Form A.

☐ Step 15 Enroll acceptants not assigned to a Wait Group in groups of 12 to 15 according to evening preferred. Number of groups was__________.

☐ Step 16 Assign a number (e.g. 1, 2, 3, etc.) to each group. This number is to be used in all correspondence, ratings, etc., concerning that group.

☐ Step 17 Write number of group to which each acceptant was assigned in upper right corner of his reply card or slip.

☐ Step 18 Return all Reply cards or slips to Center. THIS IS ESSENTIAL.

☐ Step 19 Stuff second mailing for Immediate Acceptants Only. (Procedure for "Wait" acceptants and non-participants is found on Check-Off Form B.) Enclose Follow-Up Letter P. Indicate time and day of week assigned group meets.

☐ Step 20 Mail: record date mailed here:______________.

☐ Step 21 Make follow-up call to each acceptant 1 to 2 days before first meeting. Number reached_____________.

☐ Step 22 PROCEED TO CHECK-OFF FORM B.

APPENDIX "E"

MASTER LISTS

(1) Student-Parent List (Form Sample)

(2) Student-Parent List (Printout Sample)

(3) Column Designations: Format M

E (1)

GRP 365.10

DISTRICT:__________
CONSULTANT:__________
SCHOOL:__________
GRADE LEVEL:__________

GUIDANCE RESEARCH PROJECT
UCLA

STUDENT-PARENT LIST

Page #____

Research Center Use Only	District Office Fill In For All Students				Fill In Only if dif From Col. 2	Dist. Off. Fill In
Code Number	Student Last Name	Student First, Middle	Father First, Init.	Mother First, Init	Par. Last Name	Par. Home Address
(1)	(2) Alpha-betical	(3)	(4)	(5)	(6)	(7)

"E"(2)

UCLA GUIDANCE RESEARCH PROJECT

STUDENT PARENT LIST

0 DISTRICT LOS ANGELES CITY SCHOOLS

00 CONSULTANT ANDREW ADAMS

00 SCHOOL SHERMAN OAKS ELEMENTARY SCHOOL

CODE NUMB.	STUDENT SURNAME	STUDENT 1ST NAME	FATHER 1ST NAME	MOTHER 1ST NAME	PARENT SURNAME	COL 1	COL 2	COL 3	COL 4	COL 5	COL 6
0001	ALEXANDER	ROBIN	A	X		( )	( )	( )	( )	( )	( )
0002	BARBER	MONICA	D	X		( )	( )	( )	( )	( )	( )
0003	BARRY	LISA	C	X		( )	( )	( )	( )	( )	( )
0004	BENNER	RICHARD	X	X		( )	( )	( )	( )	( )	( )
0005	BUCHANAN	CHARISSE	G			( )	( )	( )	( )	( )	( )
0006	BUNTIN	BILLIE	B	X		( )	( )	( )	( )	( )	( )
0007	BUSKETT	GREGG	L	X		( )	( )	( )	( )	( )	( )
0008	CAHN	ROBERT	K	X		( )	( )	( )	( )	( )	( )
0009	CALKINS	STEPHEN	J	X		( )	( )	( )	( )	( )	( )
0010	COFFMAN	BARTON	E	X		( )	( )	( )	( )	( )	( )
0011	DAVIS	ERIC	D	X		( )	( )	( )	( )	( )	( )
0012	DENNY	CHRISTINE	D	X		( )	( )	( )	( )	( )	( )
0013	DIDIO	JOSEPH	M	X	OHARA	( )	( )	( )	( )	( )	( )
0014	DON	BILLY	R	X		( )	( )	( )	( )	( )	( )
0015	DUDAS	ERROL	J	X		( )	( )	( )	( )	( )	( )

COLUMN DESIGNATIONS

FORMAT M
(Coded Master Deck)

COLUMN	SOURCE	CONTENT
1	DUP	District Code
2	DUP	Consultant Code
3-4	SERIAL	Individual Code
5-6	------	BLANK
7-18	Stud-Par List	Student: Surname
19-28	" " "	Student: First-Middle Name
29-38	" " "	Father: First-Middle Name
39-48	" " "	Mother: First-Middle Name
49-57	" " "	Parent: Surname (if different)
58	DUP	(
59	DUP	BLANK
60	DUP	)
61	DUP	BLANK
62-65	DUP	Same as 58-61
66-69	DUP	" " "
70-73	DUP	" " "
74-77	DUP	" " "
78-80	DUP	" " "

APPENDIX "F"

STUDENT DATA SUMMARY

(1) Student Data Summary Form

(2) Decimal Conversion Scale

(3) Column Designations: Format 0

GRP 365.0 F (1)

STUDENT DATA SUMMARY

NAME________________________________ DATE RECORDED____________ LEVEL: E J H
Last First Init.

0	1	2	3	4		5	6	7	8	9	IDEN	0	1	2	3	4		5	6	7	8	9
▬	=	=	=	=	(01)	=	=	=	=	=		=	=	=	=	=	(03)	=	=	=	=	=
=	=	=	=	=	(03)	=	=	=	=	=		=	=	=	=	=	(04)	=	=	=	=	=
=M	=F				(05)							▬					(06)					
	10+ =				(07)						GRAD	0	1	2	3	4	(08)	5	6	7	8	9
0	1	2	3	4		5	6	7	8	9	DOB	=	=	=	=	=	(09)	=	=	=	=	=
=	=	=	=	=	(10)	=	=	=	=	=	Y M	=	=	=	=	=	(11)	=	=	=	=	=
0	1	2	3	4		5	6	7	8	9	FAMILY	0	1	2	3	4		5	6	7	8	9
▬	=	=	=	=	(12)	=	=	=	=	=	BP PR	=	=	=	=	=	(13)	=	=	=	=	=
=	=	=	=	=	(14)	=	=	=	=	=	FO MO	=	=	=	=	=	(15)	=	=	=	=	=
=	=	=	=	=	(16)	=	=	=	=	=	OB OS	=	=	=	=	=	(17)	=	=	=	=	=
=	=	=	=	=	(18)	=	=	=	=	=	YB YS	=	=	=	=	=	(19)	=	=	=	=	=
0	1	2	3	4		5	6	7	8	9	INTELL	0	1	2	3	4		5	6	7	8	9
=	=	=	=	=	(20)	=	=	=	=	=	100 10	=	=	=	=	=	(21)	=	=	=	=	=
=	=	=	=	=	(22)	=	=	=	=	=	1 T	=	=	=	=	=	(23)	=	=	=	=	=
0	1	2	3	4	Year	5	6	7	8	9	ACHIEV	0	1	2	3	4	10th	5	6	7	8	9
=	=	=	=	=	(24)	=	=	=	=	=	TEST 1	=	=	=	=	=	(25)	=	=	=	=	=
=	=	=	=	=	(26)	=	=	=	=	=	TEST 2	=	=	=	=	=	(27)	=	=	=	=	=
=	=	=	=	=	(28)	=	=	=	=	=	TEST 3	=	=	=	=	=	(29)	=	=	=	=	=
=	=	=	=	=	(30)	=	=	=	=	=	TEST 4	=	=	=	=	=	(31)	=	=	=	=	=
=	=	=	=	=	(32)	=	=	=	=	=	TEST 5	=	=	=	=	=	(33)	=	=	=	=	=
=	=	=	=	=	(34)	=	=	=	=	=	TEST 6	=	=	=	=	=	(35)	=	=	=	=	=

BEHAVR	0	1	2	3	4		5	6	7	8	9
TARD	=	=	=	=	=	(36)	=	=	=	=	=
E-AB	=	=	=	=	=	(37)	=	=	=	=	=
U-AB	=	=	=	=	=	(38)	=	=	=	=	=
ADMN	=	=	=	=	=	(39)	=	=	=	=	=
GUID	=	=	=	=	=	(40)	=	=	=	=	=
COMM	=	=	=	=	=	(41)	=	=	=	=	=

SUBJECT	F	D	C	B	A	
ART-MUS	=	=	=	=	=	(42)
ENGLISH	=	=	=	=	=	(43)
LANGUAG	=	=	=	=	=	(44)
MATHEMA	=	=	=	=	=	(45)
SCIENCE	=	=	=	=	=	(46)
SOC-STU	=	=	=	=	=	(47)
SHOP-HE	=	=	=	=	=	(48)

SCALE TO CONVERT DATES TO DECIMAL FRACTIONS OF ONE YEAR

DATE OF BIRTH	"MONTH" CODE
Dec. 13 - Jan. 18	0
Jan. 19 - Feb. 23	1
Feb. 24 - Mar. 31	2
Apr. 1 - May 7	3
May 8 - Jun. 12	4
Jun. 13 - Jul. 19	5
Jul. 20 - Aug. 24	6
Aug. 25 - Sep. 30	7
Oct. 1 - Nov. 5	8
Nov. 6 - Dec. 12	9

COLUMN DESIGNATIONS
FORMAT O

(Student Data Summary)
Card Color: White

COLUMN	SOURCE	CONTENT	SPECIAL DESIGNATIONS
1	SDS	District Code	
2	SDS	Consultant Code	
3-4	SDS	Individual Code	
5	SDS	Subsample Code	(Boy = 0) (Girl = 1)
6	SDS	Format Code	(0 PUNCH)
7-8	SDS	Grade Level	(Actual Number)
9-11	SDS	Date of Birth	Yr: (9-10) (Tenth of yr: (11)
12	SDS	Birth Place	(Code)
13	SDS	Parents (Family Structure)	(Code)
14-15	SDS	Occupational Level	Father: (14) (Mother: (15)
16-19	SDS	Number of Siblings	Older Br: (16) Older Sis: (17) Younger Br: (18) Younger Sis: (19)
20-22	SDS	IQ Score	100's (20) 10's (21) 1's (22)
23	SDS	Name of Test	
24-25	SDS	Achievement Test #1	Year: (24) Tenth (25)
26-27	SDS	Achievement Test #2	" (26) " (27)
28-29	SDS	Achievement Test #3	" (28) " (29)
30-31	SDS	Achievement Test #4	" (30) " (31)
32-33	SDS	Achievement Test #5	" (32) " (33)
34-35	SDS	Achievement Test #6	" (34) " (35)

COLUMN	SOURCE	CONTENT	SPECIAL DESIGNATIONS
36	SDS	Behavior: Tardies	(Actual Numbers)
37	SDS	Behavior: Excused Absences	" "
38	SDS	Behavior: Unexcused Absences	" "
39	SDS	Behavior: Administrative Referrals	" "
40	SDS	Behavior: Guidance Dept. Referrals	" "
41	SDS	Behavior: Community Agency Referrals	" "
42	SDS	Subject Grades: Art and Music	(GPA for Year)
43	SDS	Subject Grades: English	" " "
44	SDS	Subject Grades: Language	" " "
45	SDS	Subject Grades: Mathematics	" " "
46	SDS	Subject Grades: Science	" " "
47	SDS	Subject Grades: Social Studies	" " "
48	SDS	Subject Grades: Shop or Home Economics	" " "

APPENDIX "G"

SCHOOL OPINION SURVEY

(1) School Opinion Survey: Form B

(2) School Opinion Survey: Form C

(3) Column Designations: Formats 1 and 2

(4) Check-off Form B: Elementary and Junior High

(5) Check-off Form B: High School

SCHOOL OPINION SURVEY

GRP 764.1

John K. Tuel and Merville C. Shaw

U.C.L.A. Guidance Project

The purpose of this survey is to determine the opinions of individuals with respect to a variety of factors that relate to how public schools operate. You may feel that you do not have adequate knowledge of all of the questions asked, but please answer all questions on the basis of the opinions you have formed at this time.

Mark your answers with a soft black pencil. If you change your mind about an answer after you have already marked it be sure to erase your first answer completely.

In this section read each item then blacken one of the answer spaces to that question. Blacken A if you *Disagree strongly*, B if you *Disagree* (mildly), C if you are *Indifferent*, D if you *Agree* (mildly) or E if you *Agree strongly*.

NAME__________________________________

Sex ⟶ Male Female

Section One

	Disagree strongly	Disagree	Indifferent	Agree	Agree strongly
1. The most important task of the school is to help children to understand the world in which they live.	A	B	C	D	E
2. The individual desires and interests of students should in no way affect the construction of the curriculum.	A	B	C	D	E
3. Moral laws have a divine origin.	A	B	C	D	E
4. Education is essentially a process in which the teacher helps the student realize his potential self.	A	B	C	D	E
5. The power of judgment is by nature equal in all men.	A	B	C	D	E
6. We live in a God-centered universe.	A	B	C	D	E
7. The real value of the curriculum depends on the changes it brings about in the behavior and lives of the students.	A	B	C	D	E
8. Controversial issues should not be discussed in the classroom.	A	B	C	D	E
9. Education need not be religiously oriented to be sound.	A	B	C	D	E
0. The best discipline is for a child to be brought to realize the natural consequences of his behavior.	A	B	C	D	E
1. The only objective of the school is intellectual development.	A	B	C	D	E
2. Knowledge and truth are relative not absolute.	A	B	C	D	E
3. An individual's feelings of adequacy about himself will be directly reflected in the effectiveness of his behavior.	A	B	C	D	E
4. It is best to ignore feelings and let the facts speak for themselves.	A	B	C	D	E
5. There is a Supreme Being.	A	B	C	D	E
6. Enjoyment of learning for the sake of learning is an important educational goal.	A	B	C	D	E
7. Teachers need the right to administer corporal punishment to maintain discipline.	A	B	C	D	E
8. Differences among human beings are usually superficial.	A	B	C	D	E
9. Truth is relative; it is never absolute.	A	B	C	D	E
0. Teachers should concentrate on developing skills, especially critical thinking.	A	B	C	D	E
1. It is not the teacher's job to determine guilt or give out punishment.	A	B	C	D	E
2. The teacher should not have to be concerned about motivation.	A	B	C	D	E
3. Moral law can be safely grounded only in religion.	A	B	C	D	E
4. The teacher's primary job is to help each child achieve his own potential.	A	B	C	D	E
5. Punishment seldom produces the educational results it is intended to produce.	A	B	C	D	E
6. A child's interest in a subject is unrelated to how well he does in it.	A	B	C	D	E
7. All moral laws have grown out of human experience and are thus man-made.	A	B	C	D	E
8. A good education is a broad education.	A	B	C	D	E
9. A child's feelings have no bearing on his learning.	A	B	C	D	E
0. Moral laws should change as social conditions change.	A	B	C	D	E
1. Schools exist primarily for the purpose of helping children realize their own individual potential.	A	B	C	D	E
2. It is best not to make exceptions to the rules for individual cases.	A	B	C	D	E
3. Moral laws are universal and unchanging.	A	B	C	D	E

№ 19367

Section Two

In this section read each item and indicate by blackening one of the answer spaces what CHANGES, if any, you believe should be made to improve public education. Take number 1 (individual counseling of pupils) for example. If you believe there should be *Much Less* than now you should blacken A; if you believe there should be a *Little Less* than now, you should blacken B; if you believe it should be *Just* the *Same* as now, blacken C; if a *Little More* than now, blacken D; and if *Much More* than now, blacken E.

	Much Less	*Less*	*Same*	*More*	*Much More*
1. Individual counseling of pupils.	A	B	C	D	E
2. Competitive sports.	A	B	C	D	E
3. Pay for administrators.	A	B	C	D	E
4. Student government.	A	B	C	D	E
5. Hours spent in school.	A	B	C	D	E
6. Use of teaching machines.	A	B	C	D	E
7. Strict enforcement of school rules.	A	B	C	D	E
8. Counseling on personal problems.	A	B	C	D	E
9. Team sports.	A	B	C	D	E
10. Clerical help for teachers.	A	B	C	D	E
11. Shop and crafts classes.	A	B	C	D	E
12. Weeks in the school year.	A	B	C	D	E
13. Personality testing.	A	B	C	D	E
14. Strictness of discipline.	A	B	C	D	E
15. Attention to individuality of pupils.	A	B	C	D	E
16. Extra-curricular activities.	A	B	C	D	E
17. Pay for teachers.	A	B	C	D	E
18. Student organizations.	A	B	C	D	E
19. Emphasis on great literature.	A	B	C	D	E
20. Use of IQ tests.	A	B	C	D	E
21. Spanking of misbehaving pupils.	A	B	C	D	E
22. Interest by parents in school matters.	A	B	C	D	E
23. Time allotted to outdoor play.	A	B	C	D	E
24. Help for emotionally disturbed pupils.	A	B	C	D	E
25. Books in library.	A	B	C	D	E
26. Longer class periods.	A	B	C	D	E
27. Use of standardized tests.	A	B	C	D	E
28. Stringent laws against truancy.	A	B	C	D	E
29. Parent-teacher conferences.	A	B	C	D	E
30. P.T.A. activities.	A	B	C	D	E
31. Educational research.	A	B	C	D	E
32. Methods courses for teachers.	A	B	C	D	E
33. Free periods.	A	B	C	D	E

	Much Less	*Less*	*Same*	*More*	*Much More*
34. State regulation of education.	A	B	C	D	E
35. Teaching of morals in school.	A	B	C	D	E
36. Orientation for parents of new pupils.	A	B	C	D	E
37. Grading on the curve.	A	B	C	D	E
38. School psychologists.	A	B	C	D	E
39. Efforts to prevent school drop-outs.	A	B	C	D	E
40. Individual attention for each pupil.	A	B	C	D	E
41. Use of objective tests.	A	B	C	D	E
42. Closer home-school relationships.	A	B	C	D	E
43. Extent of counselor education.	A	B	C	D	E
44. Field trips.	A	B	C	D	E
45. Teaching of abstract ideas.	A	B	C	D	E
46. Consumer education.	A	B	C	D	E
47. Writing of themes.	A	B	C	D	E
48. Child-study training.	A	B	C	D	E
49. Training in self-discipline.	A	B	C	D	E
50. Encouragement of creativity.	A	B	C	D	E
51. Co-educational physical education.	A	B	C	D	E
52. Large school districts.	A	B	C	D	E
53. Incidental expenses of education paid by the school.	A	B	C	D	E
54. Emphasis on social studies.	A	B	C	D	E
55. Free medical care for students.	A	B	C	D	E
56. School social workers.	A	B	C	D	E
57. Group projects.	A	B	C	D	E
58. Summer school for acceleration.	A	B	C	D	E
59. Lighting of classrooms.	A	B	C	D	E
60. Group discussions with parents.	A	B	C	D	E
61. Team teaching.	A	B	C	D	E
62. Home visits by teachers.	A	B	C	D	E
63. Autonomy of local school boards.	A	B	C	D	E
64. Attention given to gifted children.	A	B	C	D	E
65. Training in art and music.	A	B	C	D	E
66. Foreign language courses.	A	B	C	D	E
67. Stress on mathematics.	A	B	C	D	E

PLEASE DO NOT WRITE IN THIS BOX

0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
B	G	F	M	TM	TF	CM	CF	AM	AF										

Section Two

In this section read each item and indicate by blackening one of the answer spaces what CHANGES, if any, you believe should be made to improve public education. Take number 1 (individual counseling of pupils) for example. If you believe there should be *Much Less* than now you should blacken A; if you believe there should be a *Little Less* than now, you should blacken B, if you believe it should be *Just* the *Same* as now, blacken C; if a *Little More* than now, blacken D; and if *Much More* than now, blacken E.

Much Less	*Less*	*Same*	*More*	*Much More*	
A	B	C	D	E	**1. Individual counseling of pupils.**
A	B	C	D	E	**2. Competitive sports.**
A	B	C	D	E	**3. Pay for administrators.**
A	B	C	D	E	**4. Student government.**
A	B	C	D	E	**5. Hours spent in school.**
A	B	C	D	E	**6. Use of teaching machines.**
A	B	C	D	E	**7. Strict enforcement of school rules.**
A	B	C	D	E	**8. Counseling on personal problems.**
A	B	C	D	E	**9. Team sports.**
A	B	C	D	E	**10. Clerical help for teachers.**
A	B	C	D	E	**11. Shop and crafts classes.**
A	B	C	D	E	**12. Weeks in the school year.**
A	B	C	D	E	**13. Personality testing.**
A	B	C	D	E	**14. Strictness of discipline.**
A	B	C	D	E	**15. Attention to individuality of pupils.**
A	B	C	D	E	**16. Extra-curricular activities.**
A	B	C	D	E	**17. Pay for teachers.**
A	B	C	D	E	**18. Student organizations.**
A	B	C	D	E	**19. Emphasis on great literature.**
A	B	C	D	E	**20. Use of IQ tests.**
A	B	C	D	E	**21. Spanking of misbehaving pupils.**
A	B	C	D	E	**22. Interest by parents in school matters.**
A	B	C	D	E	**23. Time allotted to outdoor play.**
A	B	C	D	E	**24. Help for emotionally disturbed pupils.**
A	B	C	D	E	**25. Books in library.**
A	B	C	D	E	**26. Longer class periods.**
A	B	C	D	E	**27. Use of standardized tests.**
A	B	C	D	E	**28. Stringent laws against truancy.**
A	B	C	D	E	**29. Parent-teacher conferences.**
A	B	C	D	E	**30. P.T.A. activities.**
A	B	C	D	E	**31. Educational research.**
A	B	C	D	E	**32. Methods courses for teachers.**
A	B	C	D	E	**33. Free periods.**
A	B	C	D	E	**34. State regulation of education.**
A	B	C	D	E	**35. Teaching of morals in school.**
A	B	C	D	E	**36. Orientation for parents of new pupils.**
A	B	C	D	E	**37. Grading on the curve.**
A	B	C	D	E	**38. School psychologists.**
A	B	C	D	E	**39. Efforts to prevent school drop-outs.**
A	B	C	D	E	**40. Individual attention for each pupil.**
A	B	C	D	E	**41. Use of objective tests.**
A	B	C	D	E	**42. Closer home-school relationships.**
A	B	C	D	E	**43. Extent of counselor education.**
A	B	C	D	E	**44. Field trips.**
A	B	C	D	E	**45. Teaching of abstract ideas.**
A	B	C	D	E	**46. Consumer education.**
A	B	C	D	E	**47. Writing of themes.**
A	B	C	D	E	**48. Child-study training.**
A	B	C	D	E	**49. Encouragement of creativity.**
A	B	C	D	E	**50. Co-educational physical education.**
A	B	C	D	E	**51. Large school districts.**
A	B	C	D	E	**52. Incidental expenses of education paid by the school.**
A	B	C	D	E	**53. Emphasis on social studies.**
A	B	C	D	E	**54. Free medical care for students.**
A	B	C	D	E	**55. School social workers.**
A	B	C	D	E	**56. Group projects.**
A	B	C	D	E	**57. Summer school for acceleration.**
A	B	C	D	E	**58. Lighting of classrooms.**
A	B	C	D	E	**59. Group discussions with parents.**
A	B	C	D	E	**60. Team teaching.**
A	B	C	D	E	**61. Home visits by teachers.**
A	B	C	D	E	**62. Autonomy of local school boards.**
A	B	C	D	E	**63. Attention given to gifted children.**
A	B	C	D	E	**64. Training in art and music.**
A	B	C	D	E	**65. Foreign language courses.**
A	B	C	D	E	**66. Stress on mathematics.**

PLEASE PRINT YOUR NAME HERE:

Last First Initial

PLEASE INDICATE SEX:

Male ( ) Female ( )

GRP 265.1
Form C

SCHOOL OPINION SURVEY

John K. Tuel and Merville C. Shaw

School of Education, U.C.L.A.

PLEASE DO NOT WRITE IN THIS BOX

0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
B	G	F	M	TM	TF	CM	CF	AM	AF										

The purpose of this survey is to determine the opinion of individuals with respect to a variety of factors that relate to how public schools operate. You may feel that you do not have adequate knowledge of all of the questions asked, but please answer all questions on the basis of the opinions you have formed at this time. Please mark your answers with a soft black pencil. If you change your mind about an answer after you have already marked it be sure to erase your first answer completely.

Section One

In this section read each item then blacken one of the 5 answer spaces to the left of that question. Blacken A if you Disagree strongly, B if you Disagree (mildly), C if you are Uncertain, D if you Agree (mildly) or E if you Agree strongly. For example, look at SAMPLE ITEM 0. If you chose C (Uncertain), your mark next to that item should look like this:

Disagree Strongly	*Disagree*	*Uncertain*	*Agree*	*Agree Strongly*	
A	B	C	D	E	0. SAMPLE ITEM
A	B	C	D	E	1. The most important task of the school is to help children to understand the world in which they live.
A	B	C	D	E	2. The individual desires and interests of students should in no way affect the construction of the curriculum.
A	B	C	D	E	3. "Facts" are not fixed, but can change with the situation.
A	B	C	D	E	4. Education is essentially a process in which the teacher helps the student realize his potential self.
A	B	C	D	E	5. The power of judgment is by nature equal in all men.
A	B	C	D	E	6. The objective-scientific method is the best road to truth.
A	B	C	D	E	7. The real value of the curriculum depends on the changes it brings about in the behavior and lives of the students.
A	B	C	D	E	8. Controversial issues should not be discussed in the classroom.
A	B	C	D	E	9. Teachers should suggest problems and encourage pupils to find for themselves solutions which will work.
A	B	C	D	E	10. The best discipline is for a child to be brought to realize the natural consequences of his behavior.
A	B	C	D	E	11. The only objective of the school is intellectual development.
A	B	C	D	E	12. Knowledge and truth are relative, not absolute.
A	B	C	D	E	13. An individual's feelings of adequacy about himself will be directly reflected in the effectiveness of his behavior.
A	B	C	D	E	14. It is best to ignore feelings and let the facts speak for themselves.
A	B	C	D	E	15. The main purpose of education is to turn out active people who DO things.
A	B	C	D	E	16. Enjoyment of learning for the sake of learning is an important educational goal.
A	B	C	D	E	17. Teachers need the right to administer corporal punishment to maintain discipline.
A	B	C	D	E	18. Differences among human beings are usually superficial.
A	B	C	D	E	19. Schools should teach, not just known facts, but ways to discover new facts.
A	B	C	D	E	20. Teachers should concentrate on developing skills, especially critical thinking.
A	B	C	D	E	21. It is not the teacher's job to determine guilt or give out punishment.
A	B	C	D	E	22. The teacher should not have to be concerned about motivation.
A	B	C	D	E	23. Facts change as new knowledge is developed.
A	B	C	D	E	24. The teacher's primary job is to help each child achieve his own potential.
A	B	C	D	E	25. Punishment seldom produces the educational results it is intended to produce.
A	B	C	D	E	26. A child's interest in a subject is unrelated to how well he does in it.
A	B	C	D	E	27. There are really NO principles which are universal and unchanging.
A	B	C	D	E	28. A good education is a broad education.
A	B	C	D	E	29. A child's feelings have no bearing on his learning.
A	B	C	D	E	30. The most important objective of education is to teach effective problem solving skills.
A	B	C	D	E	31. Schools exist primarily for the purpose of helping children realize their own individual potential.
A	B	C	D	E	32. It is best not to make exceptions to the rules for individual cases.
A	B	C	D	E	33. Truth is relative; it is never absolute.
A	B	C	D	E	34. Schools should give students more training in self-discipline.

PLEASE TURN PAGE OVER

COLUMN DESIGNATIONS
FORMAT 1

(School Opinion Survey: Side 1)
Card Color: Red

COLUMN	SOURCE	CONTENT					
1	PREPUNCH	District Code					
2	PREPUNCH	Consultant Code					
3-4	PREPUNCH	Individual Code					
5	PREPUNCH	Subsample Code (See Table 1)					
(PHASE)							
6	PREPUNCH	Format Code (1 punch)					
(Intermediate)							
7-39	SOS-1	Items 1-33 in sequence					
40-80	--------	BLANK					
(Final)							
		Scale:	(1)	(2)	(3)	(4)	(5)
7-56	Intermediate	Items by scale	(7-16)	(17-26)	(27-36)	(37-46)	(47-56)
57-66	Intermediate	Scale totals	(57-8)	(59-60)	(61-62)	(63-64)	(65-66)
67-80	----------	BLANK					

COLUMN DESIGNATIONS
FORMAT 2

(School Opinion Survey: Side 2)
Card Color: Red

COLUMN	SOURCE	CONTENT					
1	PREPUNCH	District Code					
2	PREPUNCH	Consultant Code					
3-4	PREPUNCH	Individual Code					
5	PREPUNCH	Subsample Code (See Table 1)					
(PHASE)							
6	PREPUNCH	Format Code (2 punch)					
(Intermediate)							
7-73	SOS-2	Items 1-67 in sequence					
74-80	--------	BLANK					
(Final)							
		Scale:	(6)	(7)	(8)	(9)	(10)
7-56	Intermediate	Items by scale	(7-16)	(17-26)	(27-36)	(37-46)	(47-56)
57-66	Intermediate	Scale totals	(57-8)	(59-60)	(61-62)	(63-64)	(65-66)
67-80	--------	BLANK					

(Elementary and Junior High School Only) G (4)-1

District_______________
School_________________
Consultant______________

CHECK-OFF FORM B

INDIVIDUAL DATA COLLECTION PROCEDURE

Check off each box when step is complete

☐ Step 1 Stuff second mailing for Non-Participants Only: enclose (a) one (1) Follow-up letter "N," (b) Two* (2) copies of SOS, (c) Two* (2) copies of FLAI, (d) one (1) UCLA Return Envelope. *(Only One (1) copy of the SOS and FLAI may be sent if you know there is only one parent in the family.)

☐ Step 2 If you have formed "wait" groups, Complete Step 1 for them with this one change: Enclose Follow-up Letter "W." (You will have to prepare these letters after you see a need for them.)

☐ Step 3 Mail: record date mailed here__________________.

☐ Step 4 Administer SOS to principal and all teachers in a faculty meeting, prior to the first parent group session. (Give principal and each teacher a blank envelope into which to seal completed form. Ask teachers and principal to sign names but stress the security of all responses and desired frankness. Ask a well-liked teacher to collect envelopes, place them in a large envelope addressed to UCLA, seal it in their presence and drop it in the mail.) Record date administered here________________________.

☐ Step 5 Administer SOS and FLAI to participants during first session of your first group. (Give each participant a blank envelope. Ask them to complete, sign and seal forms in envelope. Stress security of responses and desired frankness. Collect envelopes and, while parents are looking, place in large envelope addressed to UCLA. Mail after session closes.) Date mailed________________________.

☐ Step 6 Complete Step 5 for your second group. Date mailed________.

CHECK-OFF FORM B (Cont.)

☐ Step 7 If you have "wait" groups, indicate here the date you expect their first session to be held.____________________

☐ Step 8 When you have completed Steps 5 and 6 for your Immediate groups (do not include "wait" groups) transmit this completed Form B to the Center, and Proceed to Check-Off Form C.

(High School Only)

G (5)-1

District________________
School________________
Consultant______________

CHECK-OFF FORM B

INDIVIDUAL DATA COLLECTION PROCEDURE

Check off each box
when step is complete

☐ Step 1 Stuff second mailing for Non-Participants Only: enclose (a) one (1) Follow-up Letter "N," (b) Two* (2) copies of SOS, (c) Two* (2) copies of EVPI-P (Parent Form), (d) one (1) UCLA Return Envelope. *(Only One (1) copy of the SOS and EVPI may be sent if you know there is only one parent in the family.)

☐ Step 2 If you have formed "wait" groups, complete Step 1 for them with this one change: Enclose Follow-up Letter "W." (You will have to prepare these letters after you see a need for them.)

☐ Step 3 Mail: record, date mailed here__________________.

☐ Step 4 Administer SOS to principal and all teachers in a faculty meeting, prior to the first parent group session. (Give principal and each teacher a blank envelope into which to seal completed form. Ask teachers and principal to sign names but stress the security of all responses and desired frankness. Ask a well-liked teacher to collect envelopes, place them in a large envelope addressed to UCLA, seal it in their presence and drop it in the mail.) Record date administered here__________________.

☐ Step 5 Administer SOS and EVPI-S (Student Form) to all first year high school students prior to the first parent group session. (Be sure the students print their names on both forms. Considerable proctoring will be necessary to see that forms are marked properly and to encourage the unmotivated.) Collect and transmit to the Center. Record date administered here __________________.

☐ Step 6 Administer Kuder to all children whose parents are participants (unless Kuder scores are already available for them) prior to the first parent group session. Transmit scores to Center. Keep profiles for use in groups. Date administered____________________.

CHECK-OFF FORM B (Cont.)

☐ Step 7 Administer SOS and EVPI-P (Parent Form) to participants during first session of your first group. (Give each participant a blank envelope. Ask them to complete, sign and seal forms in envelope. Stress security of responses and desired frankness. Collect envelopes and, while parents are looking, place in large envelope addressed to UCLA. Mail after session closes.) Date mailed________.

☐ Step 8 Give a copy of Kuder to each participant in Group #1 during their second session to take home, complete, score and bring back to third session.

☐ Step 9 Have participants draw own profiles during third session. Transmit scores to Center. Let parents keep profiles. Date mailed____________________________.

☐ Step 10 Complete Step 7 for your second group. Date mailed_______.

☐ Step 11 Complete Steps 8 and 9 for your second group. Date mailed________________.

☐ Step 12 If you have "wait" groups, indicate here the date you expect their first session to be held___________________.

☐ Step 13 When you have completed Steps 7,8,9,10 and 11 for your immediate groups (do not include "wait" groups) transmit this completed Form B to the Center, and Proceed to Check-Off Form C.

APPENDIX "H"

FAMILY LIFE ATTITUDE INVENTORY

(1) Family Life Attitude Inventory: Form A

(2) Column Designation: Formats 3 and 4

FAMILY LIFE ATTITUDE INVENTORY (UCLA Guidance Project Modification)

GRP 764.2

Please read each statement below, then decide whether you *Disagree strongly*, are *Indifferent*, *Agree Strongly* or are in between. Then, mark the appropriate answer space opposite each statement. These statements represent only *opinions*, and there are no right or wrong answers. Please make heavy, black pencil marks, and clean, clear erasures.

NAME ______________________________

	Disagree Strongly	*Disagree*	*Indif-ferent*	*Agree*	*Agree Strongly*
1. Children should be allowed to gripe about rules which their parents make.					
2. Good parents should shelter their children from life's little difficulties.					
3. The home is the only thing that matters to a good parent.					
4. Some children are just so bad that they must be taught to fear adults for their own good.					
5. People who think they can get along in marriage without arguments just don't know the facts.					
6. Parents should adjust to the children somewhat rather than always expecting the children to adjust to the parents.					
7. A child should be taught to avoid fighting no matter what happens.					
8. More parents should teach their children to have unquestioning loyalty to them.					
9. Children shouldn't be confused by letting them learn things that differ from what their parents have told them.					
10. The things children ask of parents after a hard day are enough to make anyone lose his temper at times.					
11. A child will be grateful later on for strict training.					
12. A young child should be protected from hearing about sex.					
13. Children would be happier and better behaved if parents would show an interest in their affairs.					
14. "Let sleeping dogs lie" is the best rule to follow with children's worries.					
15. Parents should ask for their children's opinions and take them into account when something which directly concerns the children is decided.					
16. Parents should do their best to avoid any disappointment for their children.					
17, The people who want lots of parties seldom make good parents.					
18. It is frequently necessary to drive the mischief out of a child before he will behave.					
19. Sometimes it's necessary for a person to tell off his spouse in order to get his rights.					
20. Parents must earn the respect of their children by the way they act.					
21. A child should be taught always to come to his parents or teachers rather than to fight when he is in trouble.					
22. The child should be taught to revere his parents above all other grown-ups.					
23. A parent should never be made to look wrong in a child's eyes.					
24. There's nothing that upsets parents more than a noisy family.					
25. Strict discipline develops a fine strong character.					
26. It is very important that young boys and girls not be allowed to see each other completely undressed.					
27. Laughing at children's jokes and telling children jokes makes things go more smoothly.					
28. Children's problems that are left alone most often go away by themselves.					
29. A child has a right to his own point of view and should be allowed to express it.					
30. A child should be protected from jobs which might be too tiring or hard for him.					
31. Parents have to choose between caring for their family and hob-nobbing around with neighbors and friends.					
32. A wise parent will teach a child early just who is boss.					
33. No matter how well a married couple love one another there are always differences which cause irritation and lead to arguments.					
34. Children are too often asked to do all the compromising and adjusting and that is not fair.					
35, There is no good excuse for a child hitting another child.					
36. A child soon learns that there is no greater wisdom than that of his parents.					
37. There is no excusing someone who upsets the confidence a child has in his parents' way of doing things.					
38. It's natural for a parent to "blow his top" when children are selfish and demanding.					
39. Children who are held to firm rules grow up to be the best adults.					
40. Children who take part in sex play become sex criminals when they grow up.					
41. Parents who are interested in hearing about their children's parties, dates, and fun, help them grow up right.					
42. Children pester you with all their little upsets if you aren't careful from the first.					
43. A child's ideas should be seriously considered in making family decisions.					
44. Parents should know better than to allow their children to be exposed to difficult situations.					
45. Too many parents forget that their place when they are not working, is with the family.					
46. Children need some of the natural meanness taken out of them.					
47. There are some things which just can't be settled by a mild discussion.					
48. As much as is reasonable, a parent should try to treat a child as an equal.					
49. Children should not be encouraged to box or wrestle because it often leads to trouble or injury.					

№ 9036

	Disagree Strongly	Disagree	Indifferent	Agree	Agree Strongly
50. Parents deserve the highest esteem and regard of their children.	☐	☐	☐	☐	☐
51. It's best for the child if he never gets started wondering whether his parent's views are right or not.	☐	☐	☐	☐	☐
52. There are times when any parent gets to the point where he can't stand his family a moment longer.	☐	☐	☐	☐	☐
53. Most children should have more discipline than they get.	☐	☐	☐	☐	☐
54. Sex is one of the greatest problems to be contended with in children.	☐	☐	☐	☐	☐
55. If parents would have fun with their children, the children would be more apt to take their advise.	☐	☐	☐	☐	☐
56. If a child has upset feelings it is best to leave him alone and not make it look so serious.	☐	☐	☐	☐	☐
57. When a child is in trouble he ought to know that he won't be punished for talking about it with his parents.	☐	☐	☐	☐	☐
58. Children should be kept away from all hard jobs which might be discouraging.	☐	☐	☐	☐	☐
59. A good parent will find enough social life within the family.	☐	☐	☐	☐	☐
60. It is sometimes necessary for the parent to break the child's will.	☐	☐	☐	☐	☐
61. It's natural to have quarrels when two people who both have minds of their own get married.	☐	☐	☐	☐	☐
62. There is no reason for parents to have their own way all the time any more than for children to have their own way all the time.	☐	☐	☐	☐	☐
63. Most parents prefer a quiet child to a ''scrappy'' one.	☐	☐	☐	☐	☐
64. Loyalty to parents comes before everything else.	☐	☐	☐	☐	☐
65. It is a very bad policy to let a child begin to have doubts about what his parents have told him.	☐	☐	☐	☐	☐
66. A parent may need to ''blow his top'' once in a while around the home just to clear the air a bit.	☐	☐	☐	☐	☐
67. Children are actually happier under strict training.	☐	☐	☐	☐	☐
68. There is usually something wrong with a child who asks a lot of questions about sex.	☐	☐	☐	☐	☐
69. When you do things together, children feel close to you and can talk more easily.	☐	☐	☐	☐	☐
70. The trouble with giving attention to children's problems is that they usually just make up a lot of stories to keep you interested.	☐	☐	☐	☐	☐
71. Children should be encouraged to express their opinions about anything that involves them.	☐	☐	☐	☐	☐
72. A child is most lovable when he is small and helpless.	☐	☐	☐	☐	☐
73. A person can't do a parent's job and have an active social life too.	☐	☐	☐	☐	☐
74. Many children, like horses, must be broken in order to be trained.	☐	☐	☐	☐	☐
75. A good argument now and then is a good way for people to settle their differences.	☐	☐	☐	☐	☐
76. Parents should treat children with as much consideration and respect as they show to one another.	☐	☐	☐	☐	☐
77. Children should be taught not to hit back even if someone hits them.	☐	☐	☐	☐	☐
78. A child should always love his parents above everyone else.	☐	☐	☐	☐	☐
79. The child should not question the thinking of his parents.	☐	☐	☐	☐	☐
80. A parent has a right to be angry and irritated when the family doesn't give him a chance to relax at home.	☐	☐	☐	☐	☐
81. Severe discipline is essential in the training of children.	☐	☐	☐	☐	☐
82. If children are not warned about sex they may indulge in harmful sex play.	☐	☐	☐	☐	☐
83. It is good for parents and teenagers to have a friend-to-friend attitude.	☐	☐	☐	☐	☐
84. Parents who start a child talking about his worries don't realize that sometimes it's better to just leave well enough alone.	☐	☐	☐	☐	☐
85. Family life would be happier if parents made children feel that they were free to say what they think about anything.	☐	☐	☐	☐	☐
86. Parents should try to prevent all difficulties which might make a child unhappy.	☐	☐	☐	☐	☐
87. A good parent doesn't have time to join clubs or have other activities besides work and family responsibilities.	☐	☐	☐	☐	☐
88. A good whipping now and then never hurt any child.	☐	☐	☐	☐	☐
89. Even in marriage a person must fight for his rights at times.	☐	☐	☐	☐	☐
90. Parents should respect the wishes of children just as much as they expect their wishes to be respected.	☐	☐	☐	☐	☐
91. A good child doesn't fight with other children.	☐	☐	☐	☐	☐
92. Children should be more concerned about their parents' happiness than about anything else.	☐	☐	☐	☐	☐
93. A child's trust in his parent should be safeguarded better by not having so many people with different ideas around him.	☐	☐	☐	☐	☐
94. Raising children is a nerve-racking job.	☐	☐	☐	☐	☐
95. Firm enforcement of rules never really hurts a child.	☐	☐	☐	☐	☐
96. Children who know a lot about sex become more curious and get into more trouble.	☐	☐	☐	☐	☐
97. Parents should be playful rather than dignified with children.	☐	☐	☐	☐	☐
98. Children can get into a bad habit of telling you all their problems if you make the mistake of getting them started.	☐	☐	☐	☐	☐
	A	B			
99. Please blacken A if you are a mother. Please blacken B if you are a father.	☐	☐			

EDUCATIONAL-VOCATIONAL PLANS INVENTORY – UCLA GUIDANCE PROJECT GRP 764.3S

INSTRUCTIONS: Be sure to make your marks heavy and black (soft pencil preferred). Erase completely any answers you wish you change.

NAME ______________________________

1. Place a mark under 3 if you are *male* or under 8 if you are *female.*

	Male	3	Female	8
		☐		☐

2. Rate your possible OCCUPATIONAL INTERESTS by placing a mark in the "9" column opposite the type of occupation in which you feel you are MOST interested, then a mark in the "8" column opposite your *next* strongest type of interest, and so on until you have rated the area of your *least* interest by placing a mark opposite it in the "0" column. *(There should be only one mark in each row and each column.)*

	0	1	2	3	4	5	6	7	8	9
Outdoor	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Mechanical	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Scientific	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Numerical	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Musical	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Writing	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Artistic	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Clerical	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Social Services	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Selling	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

3. Rate these *types* of occupations by placing a mark in the "9(' column opposite the type of occupation for which you feel you are BEST fitted by BOTH INTEREST AND ABILITY, a mark in the "8" column opposite the type for which you are *next best* fitted, and so on until you have rated the type for which you are *least* well fitted by placing a mark opposite it in the "0" column. *(There should be only one mark in each row and each column.)*

	0	1	2	3	4	5	6	7	8	9
Outdoor	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Mechanical	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Scientific	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Numerical	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Musical	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Writing	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Artistic	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Clerical	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Social Services	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Selling	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

4. Rate your APTITUDE for the following school subjects by placing a mark in the "8" column opposite the subject in which you are BEST, a mark in the "7" column opposite the subject in which you are *next best*, and so on until you have rated the area in which you are *weakest* by placing a mark opposite it in the "1" column. *(There should be only one mark in each row and each column.)*

	1	2	3	4	5	6	7	8
Art	☐	☐	☐	☐	☐	☐	☐	☐
English	☐	☐	☐	☐	☐	☐	☐	☐
Foreign Languages	☐	☐	☐	☐	☐	☐	☐	☐
Mathematics	☐	☐	☐	☐	☐	☐	☐	☐
Music	☐	☐	☐	☐	☐	☐	☐	☐
Biological Sciences	☐	☐	☐	☐	☐	☐	☐	☐
Physical Sciences	☐	☐	☐	☐	☐	☐	☐	☐
Shop (boys) or Home Econ. (girls)	☐	☐	☐	☐	☐	☐	☐	☐

5. Below are listed and numbered various choices as to training beyond high school:

(1) No training beyond high school.
(2) Military service.
(3) Apprenticeship or on-the-job training.
(4) Technical or Trade School.
(5) Junior College.
(6) Four-year college.
(7) University.
(8) Graduate school.

	1	2	3	4	5	6	7	8
(a) Place a mark under the number which goes with the choice which *you* feel is most realistic for you.	☐	☐	☐	☐	☐	☐	☐	☐
(b) Place a mark under the number which goes with the choice which *your mother* feels is most realistic for you.	☐	☐	☐	☐	☐	☐	☐	☐
(c) Place a mark under the number which goes with the choice which *your father* feels is most realistic for you.	☐	☐	☐	☐	☐	☐	☐	☐

6.	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%
(a) Place a mark in the column which best indicates the percent (%) of your class which is *below* you in *actual ability* to do academic work.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
(b) Place a mark in the column which best indicates the percent (%) of your class which is *below* you in *grades* on academic work.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

7. How much discussion about your future educational goals have you had with

	None	Little	Some	Much	Very Much
(a) your mother	☐	☐	☐	☐	☐
(b) your father	☐	☐	☐	☐	☐

8. In talking about the kind of occupation you should enter, how much (if any) *disagreement* have you had with

	None	Little	Some	Much	Very Much
(a) your mother	☐	☐	☐	☐	☐
(b) your father	☐	☐	☐	☐	☐

№ 2446

COLUMN DESIGNATIONS
FORMAT 3

(Family Life Attitudes Inventory: Side 1)
Card Color: Green

COLUMN	SOURCE	CONTENT
1	PREPUNCH	District Code
2	PREPUNCH	Consultant Code
3-4	PREPUNCH	Individual Code
5	PREPUNCH	Subsample Code (Father=2) (Mother=3)
(PHASE) 6	PREPUNCH	Format Code (3 punch)
(Intermediate)		
7-55	FLAI - 1	Items 1-49 in sequence
56-80	--------	BLANK
(Final)		
7-55	Intermediate	Items by scale Scale: (1) (7-13) (2) (14-20) (3) (21-27) (4) (28-34) (5) (35-41) (6) (42-48) (7) (49-55)
56-69	Intermediate	Scale totals (1) (56-7) (2) (58-59) (3) (60-61) (4) (62-63) (5) (64-65) (6) (66-67) (7) (68-69)
70-80	--------	BLANK

COLUMN DESIGNATIONS
FORMAT 4

(Family Life Attitudes Inventory: Side 2)
Card Color: Green

COLUMN	SOURCE	CONTENT				
1	PREPUNCH	District Code				
2	PREPUNCH	Consultant Code				
3-4	PREPUNCH	Individual Code				
5	PREPUNCH	Subsample Code (Father=2) (Mother=3)				
(PHASE) 6	PREPUNCH	Format Code (4 punch)				
(Intermediate)						
7-55	FLAI - 2	Items 50-98 in sequence				
56-80	--------	BLANK				
(Final)						
		Scale:	(8)	(9)	(10)	(11)
7-55	Intermediate	Items by scale	(7-13)	(14-20)	(21-27)	(28-34)
			(12)	(13)	(14)	
			(35-41)	(42-48)	(49-55)	
			(8)	(9)	(10)	(11)
56-69	Intermediate	Scale totals	(56-7)	(58-59)	(60-61)	(62-63)
			(12)	(13)	(14)	
			(64-65)	(66-67)	(68-69)	
70-80	--------	BLANK				

APPENDIX "I"

EDUCATIONAL - VOCATIONAL PLANS INVENTORY

(1) Educational-Vocational Plans Inventory: Form P

(2) Educational-Vocational Plans Inventory: Form S

(3) Column Designations: Format 5

EDUCATIONAL-VOCATIONAL PLANS INVENTORY – UCLA GUIDANCE PROJECT

INSTRUCTIONS: Be sure to make your marks heavy and black (soft pencil preferred). Erase completely any answers you wish to change.

NAME ______________________________

. Place a mark under 3 if you are *male* or under 8 if you are *female*.

	Male		3			*Female*		8	
0	1	2	3	4	5	6	7	8	9
			☐					☐	

Rate your child's possible OCCUPATIONAL INTERESTS by placing a mark in the "9" column opposite the type of occupation in which you feel your child is MOST interested, then a mark in the "8" column opposite his *next* strongest type of interest, and so on until you have rated the area of his *least* interest by placing a mark opposite it in the "0" column. *(There should be only one mark in each row and each column.)*

	0	1	2	3	4	5	6	7	8	9
Outdoor	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Mechanical	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Scientific	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Numerical	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Musical	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Writing	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Artistic	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Clerical	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Social Services	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Selling	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Rate these *types of* occupations by placing a mark in the "9" column opposite the type of occupation for which you feel your child is BEST fitted by BOTH INTEREST AND ABILITY, a mark in the "8" column opposite the type for which your child is *next best fitted*, and so on until you have rated the type for which he is least well fitted by placing a mark opposite it in the "0" column. *(There should be only one mark in each row and each column.)*

	0	1	2	3	4	5	6	7	8	9
Outdoor	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Mechanical	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Scientific	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Numerical	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Musical	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Writing	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Artistic	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Clerical	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Social Services	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Selling	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Rate your child's APTITUDE for the following school school subjects by placing a mark in the "8" column opposite the subject in which your child is BEST, a mark in the "7" column opposite the subject in which your child is *next best*, and so on until you have rated the area in which your child is *weakest* by placing a mark opposite it in "1" column. *(There should be only one mark in each row and each column.)*

	1	2	3	4	5	6	7	8
Art	☐	☐	☐	☐	☐	☐	☐	☐
English	☐	☐	☐	☐	☐	☐	☐	☐
Foreign Languages	☐	☐	☐	☐	☐	☐	☐	☐
Mathematics	☐	☐	☐	☐	☐	☐	☐	☐
Music	☐	☐	☐	☐	☐	☐	☐	☐
Biological Sciences	☐	☐	☐	☐	☐	☐	☐	☐
Physical Sciences	☐	☐	☐	☐	☐	☐	☐	☐
Shop (boys) or Home Econ. (girls)	☐	☐	☐	☐	☐	☐	☐	☐

Below are listed and numbered various choices as to training beyond high school:

(1) No training beyond high school.
(2) Military service.
(3) Apprenticeship or on-the-job- training.
(4) Technical or Trade School.
(5) Junior College.
(6) Four-year college.
(7) University.
(8) Graduate school.

(a) Place a mark under the number which goes with the choice which *your child* feels is most realistic for himself.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐
(b) Place a mark under the number which goes with the choice which *you* feel is most realistic for your child.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐
(c) Place a mark under the number which goes with the choice which *your spouse* feels is most realistic for your child.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐

(a) Place a mark in the column which best indicates the percent (%) of your child's class which is *below* him in *actual ability* to do academic work.	0% ☐	10% ☐	20% ☐	30% ☐	40% ☐	50% ☐	60% ☐	70% ☐	80% ☐	90% ☐
(b) Place a mark in the column which best indicates the percent (%) of your child's class which is *below* him in *grades* on academic work.	0% ☐	10% ☐	20% ☐	30% ☐	40% ☐	50% ☐	60% ☐	70% ☐	80% ☐	90% ☐

		None	Little	Some	Much	Very Much
How much discussion about his future educational goals has your child had with	(a) you	☐	☐	☐	☐	☐
	(b) your spouse	☐	☐	☐	☐	☐

		None	Little	Some	Much	Very Much
In talking about the kind of occupation your child should enter, how much (if any) *disagreement* has he with	(a) you	☐	☐	☐	☐	☐
	(b) your spouse	☐	☐	☐	☐	☐

№ 4024

COLUMN DESIGNATIONS

FORMAT 5

(Educational-Vocational Plans Inventory)

Card Color: Brown

COLUMN	SOURCE	CONTENT	SPECIAL DESIGNATIONS
1	PREPUNCH	District Code	
2	PREPUNCH	Consultant Code	
3-4	PREPUNCH	Individual Code	(Boy = 0) (Girl = 1)
5	EVPI #1	Subsample Code	(Father = 2)(Mother = 3)
6	PREPUNCH	Format Code	(5 PUNCH)
7-16	EVPI #2	Occupational Interests	
17-26	EVPI #3	Interest and Ability	
27-34	EVPI #4	Aptitude	
35-37	EVPI #5	Academic Aspiration	
38-39	EVPI #6	Academic Standing	
40-41	EVPI #7	Discussion with parents	
42-43	EVPI #8	Disagreement with parents	

APPENDIX "J"

GROUP DATA: PARTICIPATING PARENTS

(1) Group Attendance Form

(2) Counselor Reactions to Specific Groups

(3) Post Series Reaction Sheet

(4) Participation Code Scheme

(5) Column Designations: Format 6

(6) Key Punch Form: Format 6

(7) Check-Off Form C

J (1)

IMPORTANT! One of these forms is to be completed for each group. List names of parents who have been enrolled in each group in alphabetical order.

Consultant ____________________

District ____________________

School ____________________

Group Number ____________________

(Circle) Series: 1 2 3

(Circle) Day of Week: M T W TH F

GROUP ATTENDANCE FORM

GUIDANCE RESEARCH PROJECT
University of California, Los Angeles

Parents	Meeting Number				*High School: 1st Series Only		
Names: (Last Name First)	1	2	3	4	5*	6*	7*
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

GRP 964.4

J (2)

IMPORTANT! One of these forms is to be completed for each group at the conclusion of each series.

Consultant ______________________

District ______________________

School ______________________

Group Number ______________________

(Circle) Series: 1 2 3

Date This Series Started: __________

COUNSELOR REACTIONS TO SPECIFIC GROUP

GUIDANCE RESEARCH PROJECT
University of California, Los Angeles

1. How would you describe rapport in this group?

   (Circle one) Poor (1) Not So Good (2) Fair (3) Very Good (4) Excellent (5)

2. How much interaction was there among parents in this group?

   (Circle one) Almost None (1) Very Little (2) A Fair Amount (3) Quite A Bit (4) A Great Deal (5)

3. How much hostility was expressed in this group?

   (Circle one) Almost None (1) Very Little (2) A Fair Amount (3) Quite A Bit (4) A Great Deal (5)

4. (Answer only if answer to above question was 3, 4 or 5.) Was this hostility directed primarily towards

   (Circle one) Self (1) Counselor (2) Teacher(s) (3) Own Child (4) Other Group Members (5)

5. Did the group seem to insist that you talk or lecture to them?

   Circle one) Almost None (1) Very Little (2) A Fair Amount (3) Quite A Bit (4) A Great Deal (5)

6. What is your feeling about outcomes in this group?

   (Circle one) Poor (1) Not So Good (2) Fair (3) Very Good (4) Excellent (5)

7. In a short paragraph, characterize this group and put down your reactions to it. (Use back of sheet or extra paper if necessary.)

GRP 964.6

J (3) 1

Parent________________
School________________
Consultant________________
Group No.________________
Series No.________________

POST-SERIES REACTION SHEET

GUIDANCE RESEARCH PROJECT
University of California at Los Angeles

For several weeks you have been participating in group discussions. We would like to know your reactions to this experience in order to plan for the future. Will you please respond frankly to the attached rating scale so that the reactions of all participants may be objectively evaluated. Should you run out of space, please feel free to continue on the back of this sheet or use additional paper.

1. Do you feel that the group discussions have been helpful to you?

Not at all *________*________*________*________* Very much so
1 2 3 4 5

1a. If you checked 3, 4, or 5 above, please explain briefly in what ways the discussions have been helpful.

2. Have there been bad or negative results from your participation in the group discussions?

Not at all *________*________*________*________* Very much so
1 2 3 4 5

2a. If you checked 3, 2, or 1 above, please explain briefly what negative results occurred.

3. Have there been any recent changes in your child's behavior around home and other out-of-school situations?

Not at all*_________________*_________________*_________________*_________________* Very much so
1 2 3 4 5

3a. If you checked 3, 4, or 5 above, have these changes been for the
better________
worse________ Please explain briefly the nature of these changes.

4. Would you recommend participation in a similar group to friends who have children with academic problems? yes________
no________

5. What specific aspects of the group discussions did you find to be least helpful (or possibly harmful)?

6. What specific aspects of the group discussions did you find to be most helpful?

7. Please write here and on the back any feelings or reactions about your experience in this group which you have not had an opportunity to express above.

PARTICIPATION CODE SCHEME

ELEM. or J.H. GROUPS				SERIES #1		SERIES #2		SERIES #3		
HIGH SCHOOL GROUPS				S E R I E S # 1				SERIES #2		
WEEKS OF ATTENDANCE				1 2	3 4	5 6	7 8	9 10	11 12	
ABBREVIATION	NR	DC	NS	D 1	C 1	D2	C2	D3	C3	FO
EXTENT OF PARTICIPATION	No Response	Decline Response	Accept No Sho	Drop Out Series 1	Complete Series 1	Drop Out Series 2	Complete Series 2	Drop Out Series 3	Complete Series 3	Complete Follow Up
PUNCH CODE	0	1	2	3	4	5	6	7	8	9

Notes:
1. One card for each student (set of parents)
2. Be sure to punch data from a given series in the proper columns.

COLUMN DESIGNATIONS
FORMAT 6

(Group Data: Participating Parents)

COLUMN	SOURCE	CONTENT	SPECIAL DESIGNATIONS
1	S-P List	District Code	
2	S-P List	Consultant Code	
3-4	S-P List	Individual Code	
5	DUP	Group Code (8 Punch)	
6	DUP	Format Code (6 Punch)	
(Series 1)			
7	GAF	Group Number (punch 0 if these parents declined to attend)	
8	GAF	Day of Week	(M=1), (Tu=2), (W=3), (Th=4)
9	CRSG	Month Series began	(O=1), (N=2), (D=3), (J=4), (F=5), (M=6), (A=7), (M=8)
10	CRSG #1	Consultant's Responses	
11	" #2	" "	
12	" #3	" "	
13	" #4	" "	(Nominal data, often blank)
14	" #5	" "	
15	" #6	" "	
16	PSRS #1	Father's Responses	
17	" #2	" "	
18	" #3	" "	(if marked) (#3a) (better=11) (worse=12) (double punch)
19	" #4	" "	(YES = 1) (NO = 2)
20-23	PSRS #1-#4	Mother's Responses	
24-27	GAF	Attendance at meetings 1-4:	(Mother only = 1) (Father only = 2) (Both = 3)
(Series 2)			
28-48	(Same as 7-23 but for Series 2, Elem. and J.H. only. Skip for H.S. but punch attendance at meetings 5-7, series 1, in columns 45-47.)		
(Series 3)			
49-69	(Same as 28-48 but for Series 3, Elem. and J.H. only, and Series 2, H.S. only.)		
70	GAF	Father's Participation (Participation Code)	
71	"	Mother's Participation (Participation Code)	
72-80		BLANK	

Col.

1		C
2		O
3		D
4		E
5	8	Duplicate
6	6	Duplicate

KEYPUNCH FORM
FORMAT 6

(Group Data: Participating Parents)

SERIES #1	SERIES #2	SERIES #2or#3	FORM	DATUM	CODING INSTRUCTIONS
*7	*28	*49	GAF	Group Number	
*8	*29	*50	"	Day of Week	M(1)Tu(2)W(3)Th(4)
*9	*30	*51	CRSG	Month Series began	O(1)N(2)D(3)J(4)
*10	*31	*52	"	Item #1	F(5)M(6)A(7)M(8)
*11	*32	*53	"	" 2	
*12	*33	*54	"	" 3	
*13	*34	*55	"	" 4	Nominal,often blank
*14	*35	*56	"	" 5	
*15	*36	*57	"	" 6	
16	37	58	PSRS	Item #1 Father	(3a) if marked,
17	38	59	"	" 2 "	double punch
18 /	39 /	60 /	"	" 3 "	better(11)worse(12)
19	40	61	"	" 4 "	YES (1), NO (2)
20	41	62	"	Item #1 Mother	(3a) if marked,
21	42	63	"	" 2 "	double punch
22 /	43 /	64 /	"	" 3 "	better(11)worse(12)
23	44	65	"	" 4 "	YES (1), NO (2)
24	45	66	GAF	Attendance meeting#1(5)	Mo(1)Fa(2)Both(3)
25	46	67	"	" " 2(6)	" " "
26	47	68	"	" " 3(7)	" " "
27	48	69	"	" " 4	" " "
		70	GAF	Participation:Father	Participation
		71	"	Participation:Mother	Code Scale

IF ELEM. OR JRHI CONTINUE TO COL. 28 FOR SERIES #2

IF ELEM. OR JRHI CONTINUE TO COL. 49 FOR SERIES #3

IF HIGH SCH, SKIP TO COL.45 FOR MEETING #5 SERIES #1

IF HIGH SCHOOL, CONTINUE TO COL. 49 FOR SERIES #2 NO SER.#3)

72-80 SKIP

* Asterisked columns will be the same for all members of the SAME GROUP. They may be duplicated from the first card for this group.

Series #________
Group #________

CHECK-OFF FORM C

District____________
School____________
Consultant____________

Use separate form for each group.

GROUP DATA COLLECTION PROCEDURE

Check off each box when step is complete

☐	Step 1	Keep record of weekly attendance of each participant on Group Attendance Form.
☐	Step 2	At last session of this series give each parent a Post Series Reaction Sheet and an envelope. Have him complete, sign and seal it in envelope. Collect and, while parents watch, place envelopes in a large envelope addressed to the Center. Be sure to put your name and group number on the envelope.
☐	Step 3	After this session, mail Post Series Reaction Sheets to all parents not present at this last session who had attended two or more sessions. Include a note asking them to complete them and mail them to the Center in the enclosed UCLA envelopes.
☐	Step 4	Complete the Group Attendance Form for this group.
☐	Step 5	Complete the Counselor Reactions to Specific Groups Form for this group.
☐	Step 6	If this is your Last session for the school year, complete the General Counselor Reactions form. (This need be done only once for the year.)
☐	Step 7	Place the completed Group Attendance Form, Counselor Reactions to Specific Groups, General Counselor Reactions (if applicable), and this completed Check-Off Form C in the envelope containing the Parents Post Series Reactions Sheets, seal and mail to the Center. Date Mailed____________________.

APPENDIX "K"

GROUP DATA: PROJECT CONSULTANTS

(1) General Counselor Reactions

(2) Parent Response Form

(3) Community Evaluation Blank

(4) Column Designations: Format 7

(5) Key Punch Form: Format 7

K (1)

CONSULTANT____________________
DISTRICT____________________
LEVEL: Elem Jr. Hi Sr. Hi
(circle one)

GENERAL COUNSELOR REACTIONS

GUIDANCE RESEARCH PROJECT
University of California, Los Angeles

1. Would you recommend working with parent groups as an effective technique to other counselors?

(Circle One)	Definitely No	Yes, But With Many Reservations	Yes, But With Some Reservations	Yes	Enthusiastically Yes
	(1)	(2)	(3)	(4)	(5)

2. Would you like to see a program of parent group counseling introduced in your own guidance system (assuming appropriate shifts in load)?

(Circle One)	Definitely No	Yes, But With Many Reservations	Yes, But With Some Reservations	Yes	Enthusiastically Yes
	(1)	(2)	(3)	(4)	(5)

3. Do you feel that your work with parent groups had any impact on their children?

(Circle One)	Definitely No	Probably No	Uncertain	Probably Yes	Definitely Yes
	(1)	(2)	(3)	(4)	(5)

3a. If "yes" (4 or 5), please describe some of the kinds of outcomes you believe occurred.

4. In a paragraph or two, please summarize your major reactions to your group counseling experience this year. Use back of sheet or extra paper if necessary.

CODE ☐☐☐☐☐
DISTRICT ____________________
SCHOOL ____________________

PARENT RESPONSE FORM

GUIDANCE RESEARCH PROJECT
University of California, Los Angeles

	Fathers		Mothers		Families	
1. Number of intact families (both parents) (Mr. and Mrs.) contacted by invitation letter	______ (+)	=Equals=	______ (+)	=	______ (+)	
2. Number of broken homes (one parent only) (Mr. or Mrs.), i.e., contacted by invitation letter	______	(+)	______	=	______	
3. **Total** number of fathers and mothers contacted by invitation letter	(=) ======		(=) ======		(=) ======	←
4. Number of **fathers** only accepting invitation	______			=	______ (+)	
5. Number of **mothers** only accepting invitation	(+)		______ (+)	=	______ (+)	
6. Number of **both** parents accepting invitation	______	=Equals=	______ (=)		______ (=)	
7. **Total** number of fathers and mothers **accepting** invitation	====== (+)		====== (+)		====== (+)	↓
8. Number of fathers and mothers **declining** invitation	______ (=)		______ (=)		______ (=)	(-)
9. Total number of fathers and mothers **responding**	======		======		======	←
10. Number of fathers and mothers **not responding**	======		======		======	(=) ←
11. Number of fathers and mothers preferring Monday	______ (+)		______ (+)		______ (+)	
12. Number of fathers and mothers preferring Tuesday	______ (+)		______ (+)		______ (+)	
13. Number of fathers and mothers preferring Wednesday	______ (+)		______ (+)		______ (+)	
14. Number of fathers and mothers preferring Thursday	______ (+)		______ (+)		______ (+)	
15. Number of fathers and mothers with no preference	______ (=)		______ (=)		______ (=)	
16. Total number of fathers and mothers (= Line 7)	======		======		======	

GPR 165.8

GUIDANCE RESEARCH PROJECT -- U.C.L.A.

COMMUNITY EVALUATION BLANK

To the Principal of ________________________________, ____________.

In order that we may obtain an accurate impression of the community which your school serves, we would appreciate very much your frank responses to the following items. You may be assured that your responses will be seen only by the University Research Staff, and will be held in strictest confidence. When you complete this form, please seal it in the attached stamped envelope and mail it to the University Research Center.

----

1. What is the approximate total population of the area your school serves?

   ____

2. Of these, what percentage would you judge is represented by each age level?

   Pre-school __________%
   Elementary __________%
   Secondary __________%
   Adult __________%

3. What percentage of the residents of your area would you judge might be classified at each socioeconomic level?

   Upper class ________%
   Upper Middle ________%
   Lower Middle ________%
   Upper Lower ________%
   Lower Lower ________%

GRP 964.9

4. What is the percentage of your student body?

White Anglo __________%

Mexican __________%

Negro __________%

Oriental __________%

5. How many students do you have in your school? ______________

6. How many teachers? ______________

7. How many (full-) (part-) time Counselors serve your school? __________

8. How would you characterize the attitudes of the majority of parents in your community towards education?

Excellent __________%

Good __________%

Fair __________%

Poor __________%

Negative __________%

GRP 964.9

COLUMN DESIGNATIONS

FORMAT 7
(Group Data: Project Consultants)

COLUMN	SOURCE	CONTENT	SPECIAL DESIGNATIONS	LIMITATIONS
1	D-C List	District Code		
2	D-C List	Consultant Code		
3-4	- - - -	BLANK		
5	Dup	Group Code (8 PUNCH)		
6	Dup	Format Code (7 PUNCH)		
7-8	CEB #1	Thousands of persons (rounded)		Max. 99,999
9-16	CEB #2	Percents of population	(9-10)(11-12)(13-14)(15-16)	Total should approx. 100
17-26	CEB #3	" " "	(17-18)(19-20)(21-22)(23-24)(25-26)	" "
27-34	CEB #4	" " student body	(27-28)(29-30)(31-32)(32-34)	" "
35-38	CEB #5	Actual number		Max. 9,999
39-41	CEB #6	" "		" 999
42	CEB #7	" "		" 9
43	CEB #8	" "		" 9
44-48	CEB #9	Percents rounded to nearest 10%	(44)(45)(46)(47)(48)	Total should approx. 10
49-54	PRF #3	Actual numbers	(Fathers 49-51)(Mothers 52-54)	Max. 999 each
55-60	PRF #7	" "	(Fathers 55-57)(Mothers 58-60)	" " "
61-64	(*Total attend. GAF at all 1st mtgs.)	"	(Fathers 61-62)(Mothers 63-64)	Max. 99 each
65-68	(*Total attend. at GAF all 4th mtgs.)	"	(Fathers 65-66)(Mothers 67-68)	" " "
69	GCR #1			
70	GCR #2			
71	GCR #3			
72	CAF #4	Nearest whole year of experiences		
73	CAF #5	" " " " "		
74	CAF #8	Educational level(bachelors =1, masters = 2, doctors =3)		
75	CAF #9	Group counseling course	(Yes =1, No =2)	
76	CAF #10	Practicum	(Yes =1, No =2)	
77	CAF #11	Group counseling experience (Yes =1, No =2)		
78	SAF #7	Actual number		
79	SAF #8	Rounded to nearest hundred		
80	SAF	Level	(Elem. =1, Jr. Hi.=2, H.S. =3)	

* All first series of this consultant only and throughout the year

NOTES:

1. One master card Format 7 for each consultant

2. Where there is more than one consultant to a school, CEB and PRF data are same for all consultants to that school

3. Where there is more than one school to a consultant, separate CEB, PRF and GCR forms will be filled out and separate cards prepared for each of his schools

KEY PUNCH FORM

FORMAT 7
(Group Data: Project Consultants)

CARD
(COLUMNS)
Form: Item #

(1-6)
CODE
1
2
3-4 SKIP
5 8 DUP ⟷ 6 7

(7-8)
CEB #1
7
8
(Thousands of persons, rounded)
(Total population of community)

(9-16)
CEB #2
9 10 PRE-SCHOOL
11 12 ELEMENTARY
13 14 SECONDARY
15 16 ADULT
(% of pop.)
(Total should approx. 100)
(gd. level)

(17-26)
CEB #3
17 18 LL
19 UL
20 21 LM
22 23 24 UM
25 26 U
(Same)
(Same)
(SES)

(27-34)
27 28 WHITE
29 30 MEXICAN
31 32 NEGRO
33 34 ORIENTAL
(% of student body)
(Total should approx. 100)
(racial makeup)

(35-43)
CEB #5, 6, 7 8
35 36 37 38 NUMBER OF STUDENTS
39 40 41 TEACHERS
42 F.T. COUNS.
43 P.T. COUNS.
(Actual)
(Numbers)

(44-48)
CEB #9
44 NEG.
45 POOR
46 FAIR
47 GOOD
48 EXC.
(% of parents) (rounded to nearest 10%)
(Total should approx. 10)
(Attitude toward education)

(49-54)
PRF #3
49 50 51 TOTAL FATHERS
52 53 54 TOTAL MOTHERS
(Actual numbers)
(Contacted by letter)

(55-60)
PFR #7
55 56 57 TOTAL FATHERS
58 59 60 TOTAL MOTHERS
(Actual numbers)
(Accepting invitation)

(61-68)
GAF
61 62 FATHERS
All 1st Mtgs.
MOTHERS
FATHERS
All 4th Mtgs.
MOTHERS
(All 1st series)
(This couns only)
(Total Attend.)

KEY PUNCH FORM

FORMAT 7 (Continued)

(Group Data: Project Consultants)

CARD (COLUMNS) Form: Item #										
(69-71) GCR	69 ☐ ITEM #1		70 ☐ ITEM #2		71 ☐ ITEM #3	(Number circled) (Consultant reactions)				
(72-77) CAF	72 ☐ ITEM #4	Nearest Whole Yr.	73 ☐ ITEM #5		74 ☐ ITEM #8	B=1 N=2 D=3	75 ☐ ITEM #9	Y=1 N=2	76 ☐ ITEM #10	Y=1 N=2
									77 ☐ ITEM #11	
(78-80) SAF	78 ☐ ITEM #7	Actual Number			79 ☐ ITEM #8	Rounded to Nearest 100			80 ☐ LEVEL	Elem = 1 J.H. = 2 H.S. = 3

REFERENCES

Shaw, Merville C., Research: Stepchild of School Guidance, Journal of Counseling Psychology, Vol. 9, No. 4, 1962

Shaw, Merville C. (and five others), Research Procedures in Group Counseling, (Monograph to be published by the U.S. Office of Education)

Shaw, Merville C. and Wursten, Rosemary, Research on Group Procedures in Schools: A review of the Literature, Personnel and Guidance Journal, in press

Shaw, Merville C., "The UCLA Guidance Research Project: A Description of Research In Progress", (an invited address), National Association of Social Workers, May, 1964

Shaw, Merville C., "Public School Guidance and The Search For Purpose", (an invited address), California Counseling and Guidance Association, February, 1965

Shaw, Merville C., "Attitudinal Differences Toward Education Among Counselors, Teachers, Parents, Students and Administrators", American Personnel and Guidance Association, April, 1965

Shaw, Merville C., "Counseling Students or Counseling Parents", Los Angeles Cooperative Council on In-Service Education, UCLA, May, 1964

Shaw, Merville C., "Relationship of Certain Personal Characteristics Among Fourth Graders To The Grading Practices of Teachers", California Advisory Council on Educational Research, November, 1963

Shaw, Merville C., "A Research Approach To Defining The Role of The Pupil Personnel Worker", Western Association of Counselor Educators and Supervisors, Asilomar, California, November, 1963

Shaw, Merville C., "Significant Changes In Our Society: The Implications For Guidance Services", California Education Research and Guidance Association, Los Angeles, California, October, 1963

Shaw, Merville C. and Tuel, John K., A Focus For Public School Guidance Programs: A Model and Proposal, Personnel and Guidance Journal, in press

Shaw, Merville C. and Tuel, John K., A Proposed Model and Research Design For Pupil Personnel Services in the Public Schools, Los Angeles: University of California (mimeographed - 95pp + appendices), March, 1964

Shaw, Merville C. and Tuel, John K., Group Counseling With Parents, California Journal of Educational Research, November, 1964, 15, pp 232-249

Shaw, Merville C. and Tuel, John K., Group Counseling With Parents, California Guidance Newsletter, January, 1965, 19, p 1

Tuel, John K. and Shaw, Merville C., *School Opinion Survey*, Guidance Research Project, UCLA, August, 1964

Tuel, John K. and Wursten, R.S., Dimensions of the Educational Environment, *California Journal of Educational Research*, May, 1965, in press

Tuel, John K. and Wursten, R.S., The Influence of Intra-Personal Variables on Academic Achievement, California Journal of Educational Research, March, 1965, *16*, 58-64

Tuel, John K., "The Assessment of the Educational Environment", address scheduled to be delivered to the American Personnel and Guidance Association Convention, April, 1965

Tuel, John K., "Exploring the Educational Environment", address delivered to the National Association of Social Workers Convention, May, 1964

Tuel, John K., "The Importance of the Home in the Educational Environment", address delivered to the California Association of Supervisors of Child Welfare and Attendance Conference, January, 1965

Tuel, John K., "New Perspectives in Guidance", address delivered to the American Personnel and Guidance Association Convention, March, 1964

Tuel, John K., "Personality Variables and Their Effects on Academic Achievement", address delivered to the California Educational Research Association, March, 1965